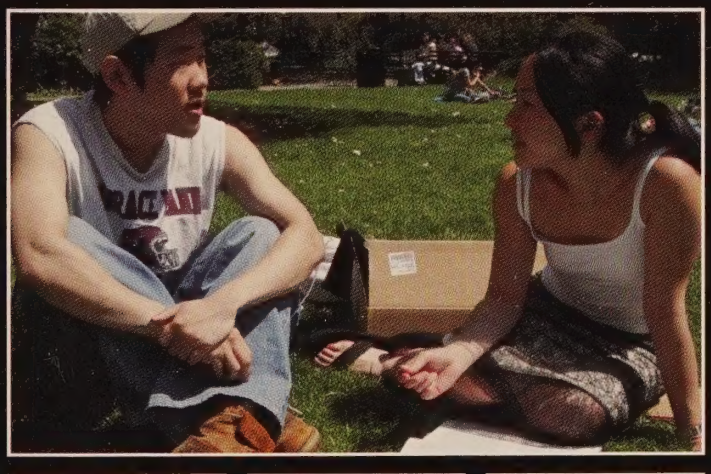
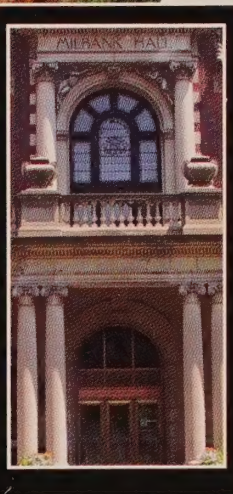


# BARNARD

## 2004-2005 Catalogue












## AUTUMN TERM — ONE HUNDRED AND SIXTEENTH YEAR

Online registration ..... Sept. 1–8 (W–W)

Language Placement Examinations ..... Sept. 3 (F)

**Classes Begin 9:00 a.m.** ..... Sept. 7 (Tu)

Last day to submit work for courses in which grades of I were given in the spring term, 2004 ..... Sept. 7 (Tu)

Deferred examinations for students absent from May 2004 final examinations ..... Sept. 10, 13 (F, M)

Program filing. Last day to file autumn term programs, 4:30 p.m. ..... Sept. 17 (F)

Last day to add a course ..... Sept. 17 (F)

Last day to drop a course ..... Oct. 12 (Tu)

Awarding of October degrees ..... Oct. 20 (W)

**Midterm Date** ..... Oct. 21 (Th)

Academic holiday ..... Nov. 1 (M)

Election Day holiday ..... Nov. 2 (Tu)

Major examinations for February graduates ..... Nov. 3–5 (W–F)

Program planning and sign-up period for all students ..... Nov. 3–22 (W–M)

Last day to file requests for Pass/D/Fail grades or withdraw from a course ..... Nov. 18 (Th)

Last day for students to file spring term programs ..... Nov. 22 (M)

Last day to file application for study elsewhere in spring 2005 ..... Nov. 22 (M)

Thanksgiving holidays ..... Nov. 25–28 (Th–Sun)

Last day for payment of bill for spring term ..... Dec. 1 (Tu)

Required reading period ..... Dec. 14–15 (Tu, W)

Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due ..... Dec. 15 (W)

**Midyear Examinations Begin** ..... Dec. 16 (Th)

Autumn term ends ..... Dec. 23 (Th)

Winter recess ..... Dec. 24, 2004–Jan. 17, 2005 (F–M)

# BARNARD

THE LIBERAL ARTS COLLEGE FOR WOMEN
AFFILIATED WITH COLUMBIA UNIVERSITY

2004–2005 CATALOGUE

BARNARD COLLEGE • 3009 BROADWAY • NEW YORK, NY 10027-6598
212-854-5262
**www.barnard.edu**

In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual orientation, or disability.

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 2004–05 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.

Cover photography: Diane Bondareff, Timothy Fadek
Photograph of Judith Shapiro: Timothy Fadek
Cover design: Hans Riis, Office of Public Affairs, Barnard College

# TABLE OF CONTENTS


**Message from the President** 5
**Barnard College Mission Statement** 7
**The College** 8
**The Campus** 10
Wollman Library 10
Academic Technologies 11
The Barnard Center for Research on Women 11
**Student Life** 13
Student Government and Campus Organizations 13
Sports and Athletics 13
Student Conduct 14
Residential Life 15
**Admission** 17
First-Year Application Procedures 17
Secondary School Preparation 17
First-Year Entrance Tests 17
Interviews 18
Early Decision 18
Centennial Scholars Program 18
Deferred Enrollment 19
International Students 19
Transfer Students 19
Visiting Students 19
Resumed Education Program 20
Admission with Advanced Placement 20
International Credit Policies 21
Other Degree Credit 21
**Financial Information** 22
Schedule of Annual Tuition and Fees 22
Payment of Charges and Fees 23
Deposits 23
Deferred Payment 24
Adjustment of Tuition for Changing Program of Study 24
Liability and Credit for Withdrawal 24
Safekeeping of Students' Funds 25
Financial Aid 25
**Academic Information** 26
Class Deans and Advisers 26
Transfer Advisers 26
International Student Advisers 27
Visiting Students 27
Study Leaves 27
Pre-Professional Advising 27
Graduate School Advising 27
**Student Services** 28
Office of Career Development 28
Services for Students with Disabilities 28
Student Health Services 29
Counseling Services 30
Resident Assistants 30
Services for Commuters 30
Recommendations 30
Student Records and Information 30
**The Curriculum** 31
Requirements for the Liberal Arts Degree 31
The Barnard Education 31
First-Year Foundations 32
The General Education Requirements 32
Physical Education and Health 38
A Major 38
Electives 39
Requirements for Transfer Students 39
Transfer Credit 39
**The Curriculum:** Prior to Fall 2000 41
Degree Requirements 41
**Other Academic Opportunities** 43
Minor 43
Writing Fellows Program 43
Writing-Intensive Courses Across the Disciplines 43
The Writing Center 43
Senior Scholar Program 44
Centennial Scholars Program 44
Higher Education Opportunity Program 44
Program Planning for Students Interested in Health Professions 45
Program Planning for Law School Applicants 45
Program Planning for Students Interested in Other Professions 45
Credit for Summer Study 46
Study Abroad 46
Domestic Study Programs 48
Study at Jewish Theological Seminary 48
Study at the Juilliard School 48
Study at the Manhattan School of Music 48
Special Academic Programs 49
Double and Joint Degree Intrauniversity Programs 49
Auditing 51
**Registration** 52
Registration for New and Continuing Students 52
Registration for Resumed Education Students 52
Enrollment in Columbia University Courses 52
Student Programs 52
Program Filing 52

Adjustment of Fees and Refunds for Changing Program of Study 53
Schedule of Classes and Room Assignments 53
Courses with Limited Enrollment 53
Adding Courses 53
Dropping Courses 53
Attendance 54
Policy on Religious Holidays 54
Length of Residence 54
Classification of Students 54
Filing of Diploma Name Cards 54
Withdrawal and Readmission 55
Exceptions to College Regulations 55

**Examinations** 56
Language Placement Examinations 56
Other Departmental Placement Examinations 56
Make-Up Examinations During the Term 56
Final Examinations 57
Deferred Final Examinations 57
Examinations for Students with Disabilities 57

**Grading and Academic Honors** 58
Grading System 58
Grade Reports 58
Pass/D/Fail Option 59
Incompletes 59
Transcripts 59
Dean's List 60
Honors 60
Phi Beta Kappa 60
Eligibility for Student Government Offices 60
Eligibility for Intercollegiate Athletics 60

**Courses of Instruction** 62
Africa and African Diaspora Studies 63
American Studies 66
Ancient Studies 71
Anthropology 73
Architecture 87
Art History 91
Asian and Middle Eastern Cultures 101
Biological Sciences 116
Chemistry 126
Classics 133
Comparative Literature 143
Computer Science 148
Dance 161
Economics 171
Economic History 181
Economics and Mathematics 182
Education 183
English 189
Environmental Biology 205
Environmental Science 207
Film Studies 213
First-Year Seminar 215
Foreign Area Studies 221
French 223
German 233
History 242
Human Rights Studies 257
Italian 261
Jewish Studies 267
Mathematics 268
Medieval and Renaissance Studies 277
Music 282
Neuroscience and Behavior 294
Philosophy 297
Physical Education 303
Physics and Astronomy 308
Political Science 317
Psychology 333
Religion 343
Science and Public Policy 354
Slavic 355
Sociology 368
Spanish and Latin American Cultures 373
Statistics 382
Theatre 388
Urban Studies 396
Women's Studies 399

**Trustees** 406

**The Faculty** 407

**Administration** 418

**The Alumnae Association of Barnard College** 422

**Scholarship Funds and Other Student Support Funds** 423

**Honors** 436

**Statistics** 442

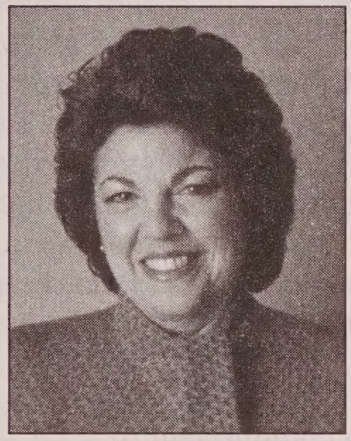
**Maps** 443

**Directory** 445

**Calendar 2003–2004** 447

**Index** 448

# MESSAGE FROM THE PRESIDENT



You hold in your hands a map of the intellectual terrain of Barnard College. The list of hundreds of courses in more than 40 departments only hints, however, at the journey of discovery you will undertake over the four years of your undergraduate education.

That journey takes place across many dimensions. Students tell me they choose Barnard because of its unique combination of attributes. It is: a residential liberal arts college offering students a breadth and depth of intellectual and social experiences that will serve them all their lives; a college located in one of the world's most cosmopolitan cities; a college that enjoys a partnership with a great research university; and, a college dedicated to the advancement of women.

As a residential liberal arts college, Barnard offers students a faculty of distinguished scholars who remain accessible to undergraduates, along with a dedicated and responsive student services staff. Barnard's New York City setting offers students a world of museums, theatre, and music, as well as possibilities for year-round internships in institutions that stand at the center of the fields of commerce, publishing, science, medicine, education, the arts, and finance. As members of one of the undergraduate schools of the Columbia University community—and the only one to remain independent—students are part of a vibrant "academic acropolis" on Morningside Heights, which also includes

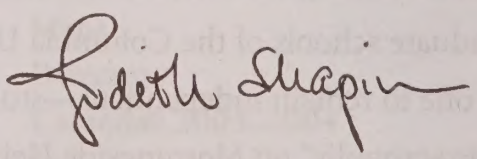
the University's graduate and professional schools and a number of neighboring institutions, including Teachers College, the Jewish Theological Seminary, and the Manhattan School of Music.

Women do, indeed, find it all at Barnard.

Barnard students, faculty, and staff shape and are shaped by the College's continuing tradition of intellectual discipline and independence, its combination of diversity and common purpose, and its commitment to undergraduate teaching informed by distinguished scholarship and advanced scientific inquiry. The College's track record in sending its students on to graduate and professional training is remarkable.

A Barnard faculty member, speaking at a recent induction ceremony of the honor society Phi Beta Kappa, offered the following advice, which applies equally to all Barnard students: "We hope you will integrate the wisdom of the humanities and the expressive arts with the rigor of the scientific method. We are confident that you have the intelligence, creativity, and skepticism necessary to challenge the conventional wisdom. Barnard itself stood as a challenge to the conventional wisdom at the time of its founding, and we know that you will carry on its traditions."

Good luck on your journey; we are here to help you make the most of it.



Judith Shapiro

President

# BARNARD COLLEGE MISSION STATEMENT

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

—Approved by the Barnard College of Trustees, June 2000

# THE COLLEGE

Barnard has been a distinguished leader in higher education for women for over 100 years and is today the most sought after private liberal arts college for women in the nation. Founded in 1889, the College was the first in New York City, and one of the few in the nation at the time, where women could receive the same rigorous liberal arts education available to men. Its dedication to the advancement of women, combined with its affiliation with a great research university and its setting in an international city, makes Barnard unique among liberal arts colleges today. Although affiliated with Columbia, Barnard is an independent college with its own administration, trustees, faculty, curriculum, endowment, budget, and campus. Barnard students may take classes at Columbia, as Columbia students may do at Barnard.

New York City and its vast cultural and social resources are an extension of the Barnard campus, literally used by every department to enhance curriculum and learning. In the same way, students benefit from the academic resources of Columbia, located just across Broadway.

The College draws motivated, talented, and curious young women who create a stimulating atmosphere and diverse community. Barnard alumnae include pioneers like anthropologist Margaret Mead and Judith Kaye, the first female Chief Judge of the State of New York, along with prominent cultural figures such as choreographer Twyla Tharp, writers Zora Neale Hurston and Mary Gordon, and Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier.

## Barnard's History

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University's tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a "Collegiate Course for Women." Although highly qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia's trustees agreed to the establishment of an affiliated college for women. A provisional charter was secured and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two "specials," lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site on Morningside Heights. In 1900 Barnard was included in the educational system of Columbia University with provisions unique among women's colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

## Barnard Today

From the original 14 students, enrollment has grown to 2,297, with over 33,000 Barnard students awarded degrees since 1893. Barnard's faculty of 292 women and men are teacher-scholars whose paramount concern is the education of undergraduate students, and whose professional achievements bring added vitality to the classroom.

Barnard's liberal arts education is broad in scope and demanding. The curriculum includes a series of general education requirements—a program of courses the faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student's own interests, strengths, and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.

In 1998, Barnard College and Columbia University amended and extended the long-standing agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extracurricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty are women, and women are well represented in the administration. The College is led by Judith R. Shapiro, anthropologist and former provost of Bryn Mawr. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard's unique ties to several of Columbia's graduate schools, and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs to cultural institutions like the Metropolitan Museum of Art, network news programs including *60 Minutes*, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 80 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

## Accreditation

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Barnard College Education Program is accredited by The New York State Education Department in Albany, NY, 12234, for provisional teaching certification for childhood and adolescent education.

# THE CAMPUS

The Barnard campus occupies four acres of urban property along the west side of Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, Brooks Hall, 1907, Hewitt Hall, 1925, Helen Reid Hall, 1961, and the College's newest building, Iphigene Ochs Sulzberger Hall, formerly Centennial Hall, 1988, form an enclosed quadrangle. In 2003, the College's four oldest buildings were added to the National Register of Historic Places.

Barnard Hall, formerly Students Hall, 1917, renamed in 1926, is just north of the "Quad" and contains seminar rooms, classrooms, and faculty offices, as well as the LeFrak Gymnasium, a swimming pool, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall, an electronically equipped multimedia classroom, is also on the third floor.

Adele Lehman Hall, 1959, contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room and the Lehman Computer Center on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiovisual facilities and more open stacks. Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altschul Hall, 1969, and the Millicent C. McIntosh Center, 1969, face each other across an open plaza. The 14 stories of Altschul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor. The headquarters for student activities (the Jean T. Palmer Suite), a snack bar, and Java City, a lounge and coffee bar, are located in the McIntosh Center as well as student mailboxes and music practice rooms.

Milbank Hall, 1897, occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theater. Substantial renovations took place in Milbank recently, yielding expanded neuroscience research laboratories and animal facilities, the Krueger Lecture Hall, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall, acquired in 1968, and Eleanor Thomas Elliott Hall, formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992. In addition, three apartment buildings on West 116th Street, 600 (acquired in 1971), 616 (acquired in 1964), and 620 (acquired in 1968) are Barnard residence halls. The College also rents additional spaces at 601 West 110th Street and at 210 and 212 West 104th Street.

Columbia University is directly across the street on Broadway.

## Barnard Library and Academic Information Services

### Wollman Library

The Barnard Library occupies the first three floors of Adele Lehman Hall; the Archives is located on the tunnel level. The Library's collection includes both print and non-print resources that are intended to serve the curricular needs of the undergraduate students at Barnard. The Library's Media Services department includes a growing collection of video and audio material in all formats and provides equipment for its use. The Library also provides access to a wide variety of indexes and texts in electronic format. The Library has an especially strong collection in women's studies that is supplemented by the research materials in the Barnard Center for Research on Women.

Special collections in the Library include the Barnard Archives, a collection of official and student publications, letters, photographs and other material that documents Barnard's history from its founding in 1889 to the present; the personal library of Nobel Prize winning Chilean poet Gabriela Mistral; the Overbury Collection of 3,300 books and manuscripts by and about American women authors, and a small rare book collection.

During the academic year the Library is open seven days a week providing a full range of services. The Reference Department offers an on-going instructional program, including in-class lectures and individual consultations, designed to help each student develop efficient library and research skills.

In addition to standard print research materials, the Library provides access to many electronic information sources. CLIO is a computerized catalog containing holdings of the entire Columbia University Library system, including Barnard. Students can also search a wide variety of periodical indexes online, an increasing number of full-text news and research databases, and all of the resources of the World Wide Web.

Barnard students also have access to all Columbia University libraries, with more than 7 million volumes and 55,000 current serial titles, as well as to the libraries of Teachers College and Union Theological Seminary. In addition, students may use the many libraries and collections in the metropolitan area, either through public access or special referral.

## Academic Technologies

Academic Technologies provides computing resources and services to all Barnard students through the Residential Computing program and in five student computer centers on campus. Residential Computing assists students with computer installations, network connections and basic software applications. Laptop support is provided in the main computer lab during scheduled hours. The main computer lab, located in 112 Lehman Hall, houses PCs, Macintoshes, printers and scanners. Full-time staff and student consultants are available in this lab to help with questions, problems and general computing support. Four smaller labs, open 24 hours a day, 7 days a week during the academic year, are located in the Sulzberger, Plimpton, and 616 W. 116th Street residence halls. All computers in the labs provide access to AT-supported software applications, the Barnard and Columbia networks, the Internet and the World Wide Web.

## The Barnard Center for Research on Women

The Barnard Center for Research on Women promotes a dialogue between feminist scholarship and activism, and serves a community composed of faculty, students, staff, community activists, artists, scholars, and alumnae. Founded in 1971 to deepen Barnard's longtime commitment to women's equality, the Center has, in recent years, dedicated itself to examining how today's women's movements speak to and further those of the past, as well as the ways in which feminist struggles are inextricably linked to other movements for racial, economic, and social justice around the globe.

The Center accomplishes these goals by offering public lectures and conferences on a wide range of feminist issues and by publishing its tri-annual webjournal, "The Scholar and Feminist Online," at www.barnard.edu/sfonline. These efforts fortify the Center's role of fostering inquiry and advancing knowledge about women and keeping feminist issues at the forefront of college life. They also link Barnard to a diverse range of activist organizations and community groups throughout the city.

Nowhere is this network more visible than in the Center's lively, provocative and engaging programming. Hosting nearly a dozen ongoing series, the Center provides

a public forum for intelligent and relevant discussions of women in Judaism, the future of feminism, the politics of women's imprisonment, feminist responses to today's most controversial issues, and women's movements in the Pan-African world. Bringing together renown scholars, artists, and community organizers, the nationally recognized annual "The Scholar and the Feminist" conference has, in recent years, explored the changing face of activism across generations; international feminist movements; and feminist responses to race and poverty.

Located in Room 101 Barnard Hall, the Center's reading room and Resource Collection, which includes over 120 feminist periodicals, are open to members of the Barnard community and the general public. The Center also houses a collection of unpublished articles and rare materials from the second wave women's movement; of special note is an extensive archive of newsletters and publications from women's organizations across the country.

# STUDENT LIFE

Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 32 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 85 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

## Student Government and Campus Organizations

Student participation in the governance of the College and in shaping student life on campus is a time-honored tradition at Barnard. College committees, on which students, faculty, and administrators serve, recommend policy and procedural changes in such areas as curriculum, housing, and college activities. Students are the majority members on Honor Board and Judicial Council. Two students serve as representatives to the Board of Trustees.

All Barnard students are members of the Student Government Association, which elects a representative government and sponsors extracurricular activities and special events reflecting the range of cultural, political, pre-professional, and academic interests of the student body. These groups, more than 80 in all, include theater and vocal music groups, ethnic organizations, language clubs, community service groups, and yearbook staff. The student newspaper, *Barnard Bulletin*, is published weekly. Students with a variety of talents collaborate to produce Autumn and Spring Festivals featuring concerts, theater and dance performances, art exhibitions, and social events.

Student activities emanate from McIntosh Student Center, which houses the offices of College Activities, Multi-cultural Affairs, the Student Government Association, and other clubs and organizations. The Center also includes the student mailroom, a dining hall, the commuter lounge, music practice rooms, darkroom, and radio station. The College Activities Ticket Booth offers students the opportunity to attend professional dance, theater, opera, and sports in New York at reasonable prices. Students in many academic disciplines supplement course work with department-sponsored programs, lectures, and performances during the school year.

Cooperation among Barnard and Columbia groups is common. The majority of clubs and organizations have both Barnard and Columbia students. Religious organizations and activities with headquarters on the Columbia University campus at Earl Hall encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unusual opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city.

## Sports and Athletics

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 15 women's varsity teams, including archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled

competition includes the Ivy League, the metropolitan area, the eastern region, and national tournaments. Individuals and teams have the opportunity to advance to regional and national competition within the ECAC and NCAA.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals and recreation. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, the LeFrak Gymnasium, locker rooms, running track, fencing, dance and wellness studios, and weight room in Barnard Hall, as well as access to tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center at Columbia includes the Levien Gymnasium, with a seating capacity of 3,499; the eight-lane Uris Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women's intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes 20,000-seat Wien Stadium with a new synthetic surface, an eight-lane, all-weather NCAA-regulation running track and practice fields. There are seven composition tennis courts with a tennis clubhouse, a soccer stadium, a softball field, facilities for crew, and a spacious field house.

## Student Conduct

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the Student Handbook.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

> *We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

Library regulations and independent study courses are also governed by the code.

Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the *Student Handbook*.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction and of administration and in College committees.

## Residential Life

Barnard maintains a diversified residence program. Residence options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the School of Engineering and Applied Sciences, a limited number of coeducational arrangements are available. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. In all, more than 89 percent of the student body live in College housing, the rest choosing to commute, usually from apartments near the campus.

## Facilities

All Barnard College owned or operated residence halls are completely smoke free. The College provides in its residence halls supervision under the direction of the Director of Residential Life & Housing. This includes area directors, graduate and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the "Quad," at the south end of the campus, are operated as a single complex with space for about 930 students. This residential complex provides community amenities, including computer rooms and the Student Store. The first eight floors of Sulzberger Hall, Reid, and some floors in Brooks, house first-year students, who are assigned to double, triple, and quad rooms. There are also eight wheelchair-accessible rooms located in the Quad. The "Tower," floors nine through 16 of Sulzberger Hall, houses seniors in suites with lounges and kitchenettes.

"616" West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 207 students in suites of single and double rooms. Each suite has a kitchen and bath.

"600" and "620" West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath, and some apartments for community residents.

Elliott Hall, adjacent to the west side of campus, houses 130 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges.

Plimpton Hall, a suite-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for approximately 150 Barnard students (mostly sophomores and juniors) who live in suites and seniors who live in studios. This option provides independent living with an active residential life program.

## Eligibility

Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

1. A student must be registered for a full academic program. Exceptions may be made upon review of appeals submitted to the Dean of Studies and the Dean for Community Development.
2. A student receives "Resident" classification if the principal residence of her parent or legal guardian is in the geographic area classified by the College as beyond commuting distance.

3. A "Commuter" is a student whose permanent residence is within the geographic area classified by the College as within commuting distance. Commuters are eligible for campus housing when they enter as first-year students.

## Assignments

Returning upperclass resident students select their rooms in College residences on the basis of a lottery number and room selection process. Incoming first-year students, readmitted upperclass students, and transfer students are assigned rooms by the Office of Residential Life and Housing.

## Requirements

The rules and regulations regarding payments and refunds, and the use and occupancy of rooms are in the "Terms and Conditions of Student Residence in Barnard College Housing," which is given to students selecting College housing and which must be agreed to before they may accept an assignment. This document may be reviewed via the Residential Life & Housing web page at www.barnard.edu/reslife.

## Board

The College offers all students meal plans, which include points that may be used in the recently renovated Hewitt cafeteria, McIntosh snack bar, and Java City Cafe. Meal plans (not points) may also be used at Columbia's John Jay cafeteria for some meals. All first-year students and all residents of the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls) are required to be on a meal plan for the full academic year. Upper-class residents of Sulzberger Tower are not required to be on a meal plan.

## Married Students

Married students, as a rule, will not be allowed to remain in the College residences. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

## Financial Aid for Room and Board

Resident or commuter status for financial aid purposes is determined at the time of admission to the College. A student who receives aid from the College based on a resident budget must live in College housing. Students classified by the College as residents who decide to live off-campus or commute from home receive reduced aid packages which reflect the costs of commuters. A first year or sophomore with commuter status who requests and is allotted College housing must expect to cover room and board costs from her own resources or from increased borrowing.

# ADMISSION

The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates' special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

## First-Year Application Procedures

Application for admission to the first-year class should be made by January 1 for entrance in September of the same year. Application forms may be obtained by contacting the Office of Admissions or visiting our web site at **www.barnard.edu/admiss.** Barnard also accepts the Common Application along with the Barnard supplement and gives it equal consideration to its own. Students may obtain copies of the Common Application from their high schools or via the web. The supplement can also be downloaded from our web site. Applicants should ordinarily be at least 15 years of age at entrance.

A non-refundable fee of $45 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students with significant financial hardship should request a fee-waiver from their high school counselor on school letterhead and submit it with the application.

## Secondary School Preparation

Each candidate for admission must offer a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or more years in a foreign language (ancient or modern); three or more years in science with laboratory; and three years in history. An introduction to a second foreign language is generally useful. The remainder of the program should include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate's records indicate genuine intellectual ability and high motivation.

## First-Year Entrance Tests

Barnard requires all candidates to take the College Board's SAT I and three SAT II Subject Tests, one of which must be in writing or literature. The ACT can be substituted for the SAT I and SAT II Subject Tests. We recommend that students take these standardized tests by the fall of their senior year. Candidates should contact the College Board or the American College Testing Program for the Bulletin of Information containing descriptions of the tests, directions for filing applications, the dates on which examinations are administered, and a list of examination centers as early as possible. Dates vary from year

to year and applications to take the test must be received by the College Board and ACT well in advance. Students who require non-standard administration of the tests should consult with their guidance counselors for testing accommodations.

It is the student's responsibility to direct the College Board or American College Testing Program to send official test scores to the Office of Admissions. The SAT tests code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Another important part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers. Students should submit teacher recommendations from 11th or 12th grades in English, Math, Science, Social Sciences, or foreign language courses. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude.

## Interviews

Although not required, an interview is recommended. For students who are able to visit the campus, an interview can be arranged by contacting the Office of Admissions. Appointments are scheduled Monday through Friday from 9:30 A.M. to 12:00 P.M. and from 1:00 to 4:00 P.M., and on selected Saturdays throughout the Fall. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) or a telephone interview with a Barnard Student Admissions Representative (BSAR) by calling the Office of Admissions or returning the Interview Request Card that is included with the Barnard application.

## Early Decision

Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under an Early Decision Plan. To be considered under Early Decision, a candidate should submit her application and other required credentials (listed under First-Year Application Procedures) to the Office of Admissions by November 15. She will be notified of the Committee's decision no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a non-refundable enrollment deposit. This deposit is applied toward tuition and fees for the first year.

Candidates admitted under the Early Decision Plan are obligated to attend Barnard and will not be allowed to defer their admission. The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year.

## Centennial Scholars Program

The Centennial Scholars Program offers a limited number of intellectually independent students an early opportunity to engage in challenging projects tailored to their individual interests. Centennial Scholars work with faculty mentors on the development, execution, and presentation of these projects.

The program is limited to 15 students in any single class, approximately 8 to 10 to be chosen at the time of their admission. Additional selections may be made in the following two terms. Admission of a first-year student to the program is based on the Centennial Scholar Committee's review of her Barnard application, including her secondary school record, recommendations from her counselors and teachers, her personal statement,

standardized test scores, and evidence of advanced preparation. Consideration of an enrolled first-year or sophomore requires recommendations of faculty members.

For further information about the Centennial Scholars Program, see page 44.

## Deferred Enrollment

An admitted first-year or transfer student who wishes to defer enrollment in Barnard for one year must obtain permission by writing to the Dean of Admissions explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students admitted under the Early Decision Plan and students admitted from the waiting list cannot defer their admission.

## International Students

Barnard welcomes applications from international students following the same application procedure and presenting the same credentials as domestic candidates. Fluency in the English language is essential for admission. Those international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Information about registration for the test is obtained by contacting the TOEFL Program at the Educational Testing Service.

## Transfer Students

Barnard welcomes transfer students in the fall and spring term of each year. Applications for admission will be reviewed according to the following schedule:

| Deadline | Notification | Enroll |
|---|---|---|
| April 1 | rolling | Fall |
| November 1 | December 1 | Spring |

Each candidate must submit an application and the following credentials: an official secondary school transcript, the results of the SAT I or ACT, and, if appropriate, TOEFL, the official transcripts of all college work, and a copy of the college catalogue in which the courses taken are clearly marked. Three recommendations are also required: one each from the high school counselor, a college faculty member, and a college dean or adviser.

A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a satisfactory record at Barnard, but, in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the Advisers to Transfer Students in the Office of the Dean of Studies. For information on financial aid, students should consult page 25.

## Visiting Students

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. In addition to the traditional visiting student program offered in the fall semester, Barnard offers a unique program during the spring semester. In our "Spring in New York" program, students combine the opportunity to study at Barnard with guided cultural opportunities and a career field placement in their chosen field.

**Readmission** (see page 55, Withdrawal and Readmission).

## Resumed Education Program

Former Barnard students who wish to return to the College after an absence of five years or more may obtain applications from Dean Aaron Schneider in the Office of the Dean of Studies. The Resumed Education Program allows students to complete the A.B. degree or pursue further study in new areas of interest after graduation.

## Admission with Advanced Placement

Credit for advanced work completed in secondary school is determined on the basis of Advanced Placement (AP) scores and by the policy of the Barnard department concerned. Departmental policies are outlined below. As much as a year of degree credit (normally 30 points) may be granted.

| Department | AP Score | Credit | Requirement Status |
|---|---|---|---|
| Art History | 4 or 5 | 3 pts. | Exemption from AHIS BC 1001 |
| Biological Sciences | 4 or 5 | 3 pts. | Exemption from BIOL BC 1001 (4.5 pts. with review of lab notes) |
| Chemistry* | 4 or 5 | 3 pts. | Exemption from CHEM BC 1601 lecture |
| Computer Science* | 4 or 5 | 3 pts. | Exemption from COMS W 1003 |
| Economics (Macroeconomics) | 4 or 5 | 3 pts. | Exemption from ECON BC 1001 |
| Economics (Microeconomics) | 4 or 5 | 3 pts. | Exemption from ECON BC 1002 or ECON W 1105 |
| English | 4 or 5 | 3 pts. | |
| Environmental Science | 4 or 5 | 3 pts. | (4.5 pts. with review of lab notes) Exemption from BC 1001 lecture only |
| Foreign languages | 5 | 6 pts. | Exemption |
| | 4 | 3 pts. | Exemption |
| History | 5 | 6 pts. | |
| | 4 | 3 pts. | |
| Human Geography | 4 or 5 | 3 pts. | |
| Mathematics* | | | |
| Calculus AB | 4 or 5 | 3 pts. | Exemption from Calculus I |
| Calculus BC | 4 | 3 pts. | Exemption from Calculus I |
| *A student may not receive both AP credit and credit for Calculus I.* | | | |
| Calculus BC | 5 | 4 pts. | (6 pts. upon completion of Calculus III or Honors Math III with C or better) Exemption from Calculus I and II. Also eligible for Honors Math III. |
| Music | 4 or 5 | 3 pts. | |
| Physics* | 4 or 5 | 3 pts. | (4 pts. with review of lab notes) Exemption from one term of two-term physics sequence. Maximum 3–4 pts., even with scores on more than one exam. |
| Political Science | | | |
| U.S. Govt. | 5 | 3 pts. | Exemption from POLS BC 1001 |
| Comparative | 5 | 3 pts. | Exemption from POLS V 1501 |
| Psychology | 4 or 5 | 3 pts. | Exemption from PSYC BC 1001 |

| | | | |
|---|---|---|---|
| Statistics* | 4 or 5 | 3 pts. | Exemption from STAT W 1001 |

No credit will be granted for a college course equivalent to the AP course for which AP credit has been awarded.

*A score of 4 or 5 in subjects identified by an asterisk satisfies the Quantitative and Deductive Reasoning requirement.

## International Credit Policies

*International Baccalaureate*

At the present time, the equivalent of up to one year of Barnard credit (30 points) is granted for the International Baccalaureate diploma. Students who do not have the diploma will receive 6 Barnard credits for each Higher Level examination score of 5 or higher.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard's general education requirements. (Exception: Students with International Baccalaureate scores of 5 or higher in Higher Level Chemistry, Mathematics, or Physics have satisfied the Quantitative and Deductive Reasoning requirement. Students with I.B. Higher Level scores of 5 or higher in Biology or Chemistry have satisfied one semester of the laboratory science requirement. Students may not satisfy two requirements with one exam score.)

*French Baccalaureate*

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the French Baccalaureate diploma.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard's general education requirements. (Exception: Students with a French Baccalaureate diploma in math or science have satisfied the Quantitative and Deductive Reasoning requirement.)

*British Advanced Level Examination*

Each A-level or A2-level grade is individually evaluated. At the present time, no credit is given for AS-level grades. No credit is given for O-level grades.

*German Abitur*

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the German Abitur.

*Foreign Language*

Students who attend high school where the native language of instruction is not English have satisfied the foreign language general education requirement.

NOTE: Any exam that is taken as a requirement of graduation in high school will not be considered for Barnard credit.

## Other Degree Credit

Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty and must be in excess of the courses required for the high school diploma. With the exception of the aforementioned Advanced Placement courses overseen by the College Board, courses taught in a high school, either by specially trained high school teachers or by college instructors, will not be credited toward the Barnard degree.

# FINANCIAL INFORMATION

The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction.

## Schedule of Annual Tuition and Fees

The following tuition and fees are required from all students for the Academic Year 2004–05 and are subject to change without prior notice.

**Tuition:**

| | |
|---|---|
| **Full-time program** (12+ points) | $27,064 |
| **Part-time program** (1–11 1/2 points) $902 *(per point)* | |
| **Program for Resumed Education.** Tuition is assessed on the basis of a schedule available from the director of the program in the Office of the Dean of Studies. | |
| **Comprehensive Fee** | $1,276 |
| *(includes Student Health Service Charges, Class plus Computer Fees, Student Government Charges, and access to the facilities at the Dodge Physical Fitness Center and Lerner Hall at Columbia University)* | |

The following fees are required from all students occupying college housing facilities for the Academic Year 2004–05.

**Residence charges**

| | |
|---|---|
| Brooks, Hewitt, Reid, and Sulzberger Hall ring floors *(board is required—see below)* | |
| All college housing | |
| *Single occupancy* | $7,368 |
| *Multiple occupancy* | $6,566 |

**Board charges**—Required of all those residing on floors 2–8 in the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls).

| *Board Charges—Regular* | | | *Full Year* |
|---|---|---|---|
| *Unlimited | Meals per Term Plus | 25 Points | $4,234 |
| *225 | Meals per Term Plus | 200 Points | 4,030 |
| *150 | Meals per Term Plus | 300 Points | 4,030 |
| *100 | Meals per Term Plus | 450 Points | 4,030 |
| 75 | Meals per Term Plus | 250 Points | 3,586 |

*First-year students in Barnard housing are required to choose one of these plans.

Kosher meal plans are also available for an additional charge.

A $50.00 fee will be assessed for a drop or change of meal plan. A drop or change of a meal plan will not be accepted after the second Friday of each semester. Charges will be prorated during this period.

**Other fees**—Required if applicable:

| | |
|---|---|
| Readmission application fee | $100 |
| Registration in absentia *(per semester)* | 600 |
| *(per year)* | 1,000 |
| Registration in absentia at Columbia *(per semester)* | 25 |
| Physical education—part-time students *(per course)* | 902 |
| Orientation fee—all first-year and transfers entering in the | |
| *Autumn term* | 250 |
| *Spring term* | 100 |

| | |
|---|---|
| Deferred Payment Plan *(per semester)* | $75 |
| Off-campus comprehensive fee *(per semester)* | 169 |
| Course fee *(per course)* | |
| Dance in NYC | 125 |
| Spanish Language Theatre | 75 |
| Theatre & Society | 65 |
| Theatre: NY Theatre | 130 |
| Laboratory fees *(per laboratory course)* | |
| Biological Sciences | 50 |
| Biochemistry | 45 |
| Chemistry—General | 28 |
| Chemistry—Other | 35 |
| Environmental Science | 30 |
| Physics | 25 |
| Psychology | 30 |
| Returned check fee *(per item)* | 20 |
| Study Abroad Assistance fee *(per year)* | 100 |
| Study Leave fee *(per semester)* | 600 |
| *(per year)* | 1,000 |
| Summer Transfer Credit Processing fee *(except CU summer session)* | 100 |

## Payment of Charges and Fees

All charges and fees (unless otherwise noted) are billed on a semester basis. The Autumn term tuition is due August 2. The Spring term tuition is due December 1. Payments received after these dates are subject to a late processing fee of $75. Registration for either semester will not be complete until all College costs have been paid. In addition, failure to complete registration and program filing on time imposes progressive late fees. Occupancy of an assigned dormitory room will not be permitted until charges have been paid in full as required. Students admitted after August 2 or December 1, respectively, must pay the balance due by the first day of registration.

Financial aid grants and any loans (less loan origination fees imposed by your lender) may be deducted from the semester charges before computation of the balance due is made.

Privileges of the College, including issuing of transcripts and diplomas, and administration of examinations, are not available to any student who is delinquent in the payment of her College bills. When bills are not paid in full by their due date or satisfactory arrangements for their payments have not been made with the Bursar, the student will not be allowed to register and may be required to withdraw from the College.

Delinquent accounts are referred to credit bureaus and a collection agency. In addition to any outstanding tuition, fees, and room and board, students are responsible for the costs of collection including interest, penalties, collection agency fees, court costs, and attorney fees.

Checks or money orders in payment of tuition and fees must be made in **U.S. funds at a U.S. bank** payable to Barnard College and should be for the exact amount of the payment due. A fee will be assessed for checks returned unpaid.

**All charges and fees are subject to change at any time at the discretion of the Board of Trustees.**

## Deposits

To obtain a place on the College roster for the ensuing academic year, each student who is currently enrolled must pay a non-refundable tuition deposit of $200 on or before May 1.

An applicant for admission must pay a $400 non-refundable deposit upon acceptance of the offer of admission to Barnard College.

## Deferred Payment Plan

For students and parents desiring to pay education costs in monthly payments, an outside payment plan is available. Information may be obtained from Tuition Management Systems (TMS) at 1-800-722-4867 or www.AFFORD.com.

## Adjustment of Tuition for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be credited the excess only if the change in her program is made by the last day of program filing in each term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

## Liability and Credit for Withdrawal

By registering for classes or completing a housing or meal plan application, a student incurs a legal obligation to pay tuition, fees, room, and board.

If a student withdraws prior to the start of the semester and incurs no charges, her tuition deposit is forfeited. If the student has incurred charges, the deposit is applied to those charges.

If a student withdraws during the semester, her charges will be prorated if she has been enrolled for less than or equal to 60% of the term, and she completes the necessary forms with the Offices of the Dean of Studies, Housing, and Bursar. If a student has been enrolled for more than 60% of the term, she is not eligible for a reduction in tuition or fees. Room and board charges will be prorated based on the official date of withdrawal from those contracts by filing appropriate cancellation forms with the Offices of Housing and Bursar respectively. However, in the event of withdrawal from housing while still enrolled in the College, a student forfeits 80% of housing charges during the first two weeks of classes. Thereafter, the entire amount for the semester is forfeited.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays and excluding spring break. For example, if there are 107 calendar days in a semester and a student withdraws on the 50th day of the semester, her charges and financial aid will be prorated to reflect that she's been enrolled for 46.7% of the semester (50 divided by 107).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared. To receive a refund, the student must complete a Student Refund Request at the Office of the Bursar or on the bursar homepage on the web at **www.barnard.edu/bursar**.

The following items are not subject to the refund policy:
- Lab, course, or computer fees
- Medical insurance
- Orientation fees
- Late fees (payment, program filing, registration, change of program)
- Deferred payment fees
- Returned check fees
- Dormitory fines
- Finance charges

## Safekeeping of Students' Funds

Barnard College is not able to receive funds from students for safekeeping or to cash personal checks or traveler's checks. To cover immediate expenses, a student should have an ATM card or postal money orders. An ATM is located on campus. The Columbia University Station of the U.S. Post Office will cash postal money orders upon presentation of a validated ID card. Validated ID cards are issued after students register and pay at the beginning of each term.

## Financial Aid

Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College's general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/tuition assistance programs and college tuition financing plans. The Controller's Office has additional information and applications for payment plans.

Any student who thinks she will need financial aid in order to attend Barnard is encouraged to apply for aid. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found in the brochure, *Barnard College Financial Aid Policies and Procedures*, available from the Office of Financial Aid.

# ACADEMIC INFORMATION

Academic advising is coordinated by the Office of the Dean of Studies (105 Milbank), which oversees the assignment of an adviser to each entering student. Although responsibility for the fulfillment of degree requirements (see pages 31-42) rests with the student, her academic adviser is prepared to help her match her program of courses to her individual goals and priorities, to acquaint her with the full range of academic resources available at the College and the University, and to respond to her questions about the curriculum and academic policies and procedures. Also available for assistance are her Class Dean, the entire staff of the Dean of Studies Office, and the members of the Barnard Faculty.

## Class Deans and Advisers

Prior to her matriculation, each entering first-year student will receive a program form and the program guide from the First-Year Class Dean. The student selects courses for the autumn term and returns the completed program form to the Class Dean who, insofar as possible, schedules classes accordingly. Class schedules and registration materials are distributed when students arrive on campus in September. The Class Dean also assists the Dean of Studies in coordinating the academic advising of first-year students, participates in planning first-year orientation with a committee of upperclass students, faculty members, and administrators, and oversees other special programs for first-year students.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers with whom students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged periodically to facilitate the selection of majors.

In the second semester of her sophomore year, each student chooses her major field in consultation with her Class Dean, her adviser, the academic department, and the Director of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance is her Class Dean.

Students are responsible for completing all degree requirements and are aided in doing so by the degree audit program on the Barnard web site. In addition, the Registrar reviews each senior record and advises on graduation status. A senior handbook describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of class officers and the Commencement Committee.

## Transfer Advisers

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and designating a major field. Group meetings are scheduled in the summer and during orientation, and individual appointments may be arranged throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester.

## International Student Adviser

The designated dean within the Office of the Dean of Studies is available to meet with international students regarding issues that arise from their international student status. Group meetings are scheduled during orientation and throughout the year to give international students the opportunity to become familiar with one another, the College, and life in the United States. The *International Student Handbook* is also available in the Office of the Dean of Studies.

## Visiting Students

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by designated transfer advisers.

## Study Leaves

Students who wish to study abroad for credit toward the Barnard degree are urged to discuss their plans and to apply for approval from the designated dean in the Office of the Dean of Studies early in the year prior to the period of enrollment at the other institution. Information is available on the Web and in 105 Milbank.

## Pre-Professional Advising

Students who are interested in post-baccalaureate professional training may consult the appropriate pre-professional dean in the Office of the Dean of Studies for help with programming, selection of schools, and submission of application materials. A student who plans to enter one of the health professions should seek advice in her first or second college year in order to discuss requirements. Consultation with the pre-professional advisers in the junior year is recommended for any student interested in law, social work, or business. The pre-professional assistant maintains recommendation files and forwards materials required for applications. (See page 45)

## Graduate School Advising

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean. A student who plans to apply to graduate school should, in her senior year, establish a file with the assistant for graduate school recommendations in the Office of the Dean of Studies.

# STUDENT SERVICES

## Office of Career Development

The Office of Career Development helps students and alumnae explore, define, and implement career plans. To provide this service the Office has developed programs enabling Barnard women to gain work experience and to become informed about different career opportunities. Both students and alumnae are seen for individual career counseling, and panels and group workshops are given on careers and related concerns. A newsletter informs students about career programs, workshops, internships, community service, and special opportunities.

The Career Development web site **www.barnard.edu/ocd** has interactive capability, describes all of the OCD programs, provides fact sheets, lists internships, and enables students both to register their career interests and to sign up for workshops online.

The Career Development Internship Program provides semester and summer offerings useful for students to clarify their vocational interests through valuable and often professional-level experience. To aid students and alumnae in exploring career areas, the Office also maintains an Alumnae Network Database, which lists graduates who are available to discuss their fields; a library of vocational materials; and a collection of graduate school catalogues. Workshops on specific concerns, such as résumé writing and interviewing skills, are conducted when the College is in session. A mini-course and residence hall sessions through the Office's Financial Fluency Program prepare students to manage their finances well from their first year to after graduation. Students and alumnae may establish permanent recommendation files in the Office for future employment.

The Office of Career Development, which is open twelve months a year, has contacts with many potential employers. Students use part-time and temporary job listings for both on- and off-campus jobs, and the Federal Work Study Program is also administered by this Office. Full-time jobs may be viewed on the Internet; access for off-campus viewing is by password obtained through the Office. Seniors are interviewed on campus by corporate and large non-profit organizations offering entry-level professional opportunities through the Senior Employment Program. An annual non-for-profit career fair is held each spring to connect students with many employers and internship sponsors in that sector. Business suits for interviews and professional meetings can be borrowed from the Offices' Suitable Suit Program.

The Office advises three student-run agencies—the Barnard Babysitting Service, the Barnard Bartending and Party Help Service, and the Barnard Store. These agencies provide excellent managerial experience and create jobs for many students. Entrepreneurial interests are supported through both the Trust and Kauffman Entrepreneurial Internship Programs which provide internship funding, workshops on building entrepreneurial skills and a business plan competition.

## Services for Students with Disabilities

In 1978, Barnard established a program to provide services for students with disabilities that enhances their educational, pre-professional, and personal development. The Office of Disability Services (ODS) serves students with mobility, visual, and hearing impairments, as well as students with hidden disabilities, such as learning disabilities and ADD/ADHD, chronic medical conditions, psychiatric disabilities, and substance abuse/recovery. ODS works with other administrators and members of the faculty to assist students with disabilities in participating in college activities, securing financial aid, scheduling classes and examinations, and planning careers. Mobility aides, readers, note-

takers, and other volunteer/paid aides are available through the ODS Accommodative Aide Program. Publications include the ODS manual, "Forms/Policies/Tipsheets" (updated annually), and several services brochures, "What ODS Can Do For You," "Assisting Students with Temporary Disabilities," "Survival Tools for LD Students," and "A Parent Guide to ODS." The 504/ADA Access Committee works to reduce architectural, programmatic, and attitudinal barriers at the College; the BAID Network (Barnard Alumnae Involved with Disabilities) provides students with access to disabled alumnae in a broad range of careers.

The buildings on the contiguous campus interconnect and are wheelchair accessible. Maps of the campus showing special features and access routes are available at ODS, as are access maps for both Columbia University and Teachers College. ODS maintains a comprehensive web page at **www.barnard.edu/ods,** which includes a monthly newsletter, notices of programs and events, and a special link to university access updates.

## Student Health Services

Student Health Services provides primary health care, gynecological/women's health services, and specialist referrals for all registered Barnard students. It also supports the Well-Woman peer education and outreach program, mindfulness based- and meditation-based stress reduction training, and other activities related to a variety of women's health and wellness issues. The medical staff consists of full-time and part-time physicians, physician assistants, nurse practitioners, and nurses experienced in college health and women's health care practice. We collaborate with major New York medical teaching centers to provide advanced clinical training in women's and college health to Adolescent Medicine fellows.

Health Services at Barnard are available to all Barnard students and are covered by the Comprehensive Fee. Entering students must submit medical history and physical forms, which become the basis of the medical chart. There is no per visit charge and visits are unlimited. Barnard Student Health Services closes during college vacations and holidays. During this time, Barnard students may use the Columbia University Health Services. At all times which the college is in session (including winter and spring breaks), there is a clinician on call nights, weekends, and whenever the Health Service is closed, for after-hours emergencies. Emergency room visits authorized by the clinician on call are guaranteed reimbursement under the Barnard Student Insurance Plan.

All Barnard students who have paid the Comprehensive Fee are covered by the Basic Accident and Sickness Plan benefits of the Barnard Student Insurance Plan for the semester(s) they are registered. The insurance plan provides benefits toward the cost of the following services when ordered by a Barnard staff clinician: (1) hospitalization or emergency room visits for illness or accident; (2) laboratory tests and X-rays; (3) consultations. This basic coverage ($5000 per illness or accident) is designed to supplement family coverage and pays **after** any family benefits. The following services are **not** covered: (1) home visits; (2) ongoing treatment by outside clinicians; (3) prescriptions; (4) dental care (except for treatment of injury to sound, natural teeth). Low-cost, optional, supplemental insurance is available and strongly encouraged for those students not covered by family benefits, or who have no coverage in New York City.

For additional information about services, insurance and general health information, students are encouraged to visit the Health Services website at **www.barnard.edu/health.** Copies of the Barnard Health Services Handbook and the brochure describing the Barnard Student Insurance Plan are available either from the website or in the Health Services Office.

## Counseling Services

The Rosemary Furman Counseling Center provides short-term individual counseling, group counseling, medication evaluations, referral services, and crisis intervention services for all registered Barnard students. Psychologists, psychiatrists, and social workers, along with advanced trainees in these fields, staff the center. Counselors meet with students to address personal concerns that may be large or small, and adhere to a strict confidentiality policy. Counseling staff are on call for evening and weekend emergencies when the College is in session, and also during winter and spring break. Finally, the Counseling staff provides consultation and outreach services to the Barnard community, including programs, workshops, and other events.

## Resident Assistants

As part of the student support network, upperclass students in each residence hall are designated as **Resident Assistants** to be a campus resource for resident students, to provide liaison with and referrals to other services, and to aid in residential programming.

## Services for Commuters

The College Activities Office supports the cultural, educational, and social programs designed to enrich commuter life. The Skip Stop Commuter Student Organization sponsors events and services for all commuter students. The McIntosh Student Center is home to the Commuter Lounge and the office for Skip Stop. Additionally, the Office of Residential Life provides information on off-campus living.

## Recommendations

Students may establish recommendation files for employment in the Office of Career Development and for graduate and professional study with the recommendations assistants in the Office of the Dean of Studies. For procedures and policy, the appropriate office should be consulted.

## Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the *College Calendar and Student Handbook*.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name, class, home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

# THE CURRICULUM

*Requirements for the A.B. Degree for All Students Matriculating in Autumn 2000 and Thereafter*

## Requirements for the Liberal Arts Degree

Barnard's motto, *Following the Way of Reason (Hepomene toi logismoi)*, signals the College's continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College's founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete two first-year foundation courses, general education courses organized around different "ways of knowing," a major, and electives, totaling 122 points (120 points for students entering before Autumn 2003). They also fulfill a physical education requirement reflecting the College's view that physical well-being is an essential part of a healthy and productive life. (Of the 122 required points, 2 must be for PE. Transfer students need 121 points, of which 1 is for PE.)

## The Barnard Education

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, in the arts and the humanities—ways of knowing that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College's basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge, and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women's histories, challenges, and achievements. Courses explicitly on women and gender are offered by the Department of Women's Studies and by many other departments and programs; students also find gender-related matters incorporated into a wide range of additional courses across the academic disciplines.

Barnard also encourages students to take full advantage of the world city of New York —its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city's unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city-based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete two courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women's health issues.

## First-Year Foundations

Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation and on methods of research, analysis, and revision.

*1. First-Year English*

All first-year students take the one-semester writing course ENGL BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Every student, whatever her level of attainment, can learn to improve her skills of writing, analysis, and argumentation. Students choose among several clusters that differ in topic. Reading and writing assignments focus on major works of literature supplemented by material from other sources. Some first-years will be required to take ENGL BC 1202, Studies in Writing, as a prerequisite to First-Year English.

Transfer students are not required to take ENGL BC 1201, but must take ENGL BC 3103 or BC 3104 at Barnard.

*2. First-Year Seminar*

First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss a limited number of important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

## The General Education Requirements

The aim of the General Education Requirements is to ensure that each Barnard graduate confronts and engages in central ways of knowing the world. These ways of knowing—divided into nine key areas, listed on page 33—include, but also bridge, the traditional disciplines of the liberal arts and sciences. Inquiry into these areas establishes the basis for a Barnard education. Each student studies, from analytical, quantitative, and artistic perspectives, the major means by which human knowledge has been constructed.

To allow for flexibility within this framework, a student chooses among the designated courses that fulfill each of the nine requirement areas. She will find some courses that offer a broad view of a field, exploring issues that help create an educated citizenry; other

courses satisfy the purposes of general education by close scrutiny of critical methods and their specific application. Thus, each student will shape her own academic program, deliberately and distinctively, by electing a combination of wide-ranging introductory courses and more specialized upperlevel courses to fulfill the General Education Requirements. The areas included in the General Education Requirements are:

| | |
|---|---|
| 1. Reason and Value | 1 course |
| 2. Social Analysis | 1 course |
| 3. Historical Studies | 1 course |
| 4. Cultures in Comparison | 1 course |
| 5. Laboratory Science | 2 courses in one science |
| 6. Quantitative and Deductive Reasoning | 1 course |
| 7. Language | study through at least the fourth semester |
| 8. Literature | 1 course |
| 9. The Visual and Performing Arts | 1 course |

Courses used to fulfill these area requirements must be at least 3 points and may also be used to satisfy requirements for majors or minors. Students may not use Advanced Placement Credit to fulfill the area requirements unless specifically noted otherwise.

Designated courses may be listed in more than one area; students are free to choose which area requirement is satisfied, but may not use a single course to fulfill two or more areas. In addition, certain identified course sequences taken together may fulfill more than one area requirement.

A student's choice of specific courses should be influenced by an intent to forge links among topics and ways of knowing, to find common themes across time and form, and to develop an internal coherence within her own set of courses used to fulfill the College's General Education Requirements. A student should also be mindful that her choices of courses can, and should, expand and enrich her understanding of the world at large, of cultural diversity, and of issues of gender.

A list of courses designated for each area is on the Barnard web site **www.barnard.edu/academic.** The specific aims for each of these area requirements are set forth below:

### *1. Reason and Value*

Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.

Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow "the way of reason"? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.

### *2. Social Analysis*

**Requirement:** One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.

**Aim:** To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

### *3. Historical Studies*

**Requirement:** One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.

**Aim:** To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

### *4. Cultures in Comparison*

**Requirement:** One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.

**Aim:** To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others'. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

### *5. Laboratory Science*

**Requirement:** Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory each week.

**Aim:** To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation, as they make observations, carry out experimental procedures, and learn how results and analyses are communicated in specific visual, quantitative, and written forms.

**Note:** Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, chemistry, environmental science, and physics (or their International Baccalaureate equivalents).

The following courses meet these requirements.

| | |
|---|---|
| Astronomy | ASTR V 1753–1754 or ASTR C 1403–1404, both with the lab<br>ASTR C 1903–1904<br>ASPG C 1234–1235 plus PHYS BC 1091 plus ASTR C 1904 |
| Biology | BC 1001–1002, or BC 2001, 2002, 2003, and 2004 |
| Chemistry | BC 1601 and BC 1602<br>BC 1601 and BC 3230 with BC 3328<br>C 1403–C 1404 with C 1500 and one additional laboratory course, e.g., BC 1702, BC 3328, BC 3338, or C3543. |
| Environmental Science | BC 1001–1002, BC 1001–V 2100, 1011–1012, S 1011–1012, or V 1001, V 2100, 2200, 2300 (any two)<br>Students may also complete the lab science requirement by combining the Columbia SEE–U summer program with another lecture plus lab as approved by the department. |
| Physics | BC 1206, 1207, 1208 (any two); F, V, or W 1201–1202 with 1291–1292; V 1301–1302 with 1391–1392; V 1051–1052; C1001–1002 with BC 1091-1092 |
| Psychology | BC 1105, BC 1108, BC 1113, BC 1117, BC 1123, BC 1127, BC 1136, (The 2 labs must be from different groups: see Psychology Dept. Major Requirements) |

## *6. Quantitative and Deductive Reasoning*

**Requirement:** One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

**Aim:** To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

**Note:** Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents or equivalent transfer credit).

A student who enrolled before 2000 and who fulfills the Laboratory Science Requirement in chemistry, physics, or astronomy simultaneously satisfies the Quantitative Reasoning Requirement; students who enrolled in Autumn 2000 or later cannot use a course for more than one requirement.

| | |
|---|---|
| Astronomy | V 1753, V1754, C 1403–1404 |
| Biology | BC 3386 |
| Chemistry | BC 1601, C 1403, C 1404 |
| Computer Science | Any course carrying degree credit *except* W 1001<br>CU Summer S1021D, S1022Q |
| Economics | BC 2411 |

| | |
|---|---|
| Environmental | EESC BC 1001–1002, V or S 1011–1012, or two of the following: BC 1001, BC 1002, V 1001, V or S 1011, V 2100, V 2200, V 2300 Students may also complete the lab science requirement by combining the Columbia SEE–U summer program with EESC BC 1002, V 1001, or V 1011 |
| Mathematics | Any course carrying degree credit *except* W 1003 College Algebra |
| Philosophy | F 1401, V 3411 |
| Physics | Any course carrying degree credit |
| Political Science | BC 3345 |
| Psychology | BC 1101 |
| Sociology | BC 3211, V 3212 |
| Statistics | Any course carrying degree credit |
| Urban Studies | URBS BC 3200 Program Evaluation: Methods and Case Studies |

## *7. Language*

**Requirement:** Competence in one ancient or modern language other than English, demonstrated by completion of, minimally, the fourth sequential semester of college-level study, and preferably, a more advanced course with greater emphasis on literary and cultural traditions. (In Latin, both V1201 and V1202 or their equivalents must be completed)

**Aim:** To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

**Exceptions:**

1. Completion of Spanish BC 1208x for Spanish-speaking students (taken only with the instructor's permission) will qualify on recommendation of the instructor.
2. Enrolled students who complete the third or fourth semester of French outside the Barnard department must take a departmental examination to qualify for fulfillment.

**Exemptions:**

1. Re-centered CEEB SAT II score of 781 or higher; re-centered CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Chinese or Japanese.
2. AP score of 4 or 5.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnae of the Lycée Français).
5. For international students for whom English was not the primary language of

instruction in high school, satisfactory completion of English BC 1201 or one satisfactory year at Barnard.

**Placement:**

1. Re-centered CEEB SAT II score of 680–780, fourth semester; 570–679, third semester; 400–569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690–780, fourth semester; 570–689, third semester; 420–569, second semester; below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.
5. By departmental examination, if there is no CEEB score or previous college transfer work.

Please note that previous standards are in effect for students who took the College Board examination prior to re-centering in 1995.

**Credit:**

1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.
3. No credit is granted for work equivalent to a level already completed and credited.
4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted **one** exception maximum to this rule on written request to the Registrar.

## *8. Literature*

**Requirement:** One course in literature in any language, in the original or in translation; or in comparative literature.

**Aim:** To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.

### *9. The Visual and Performing Arts*

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

## Physical Education and Health

Requirement: Two courses, one course completed by the end of the first year, and another by the end of the junior year. For students entering in and after Autumn 2003, 2 points will be earned for these two courses and no more than 2 points can be earned for Physical Education courses. ( Transfer students earn 1 point for PE.)

Aim: To enable students to become aware of, and knowledgeable about, their physical being through participation in fitness and sports activities. Students are encouraged to enroll in additional activity and self-paced exercise courses toward the attainment of life-long well-being.

## A Major

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major. Students are encouraged to explore internships in their field, thereby acquiring information and experience that complement what is learned through formal study.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is in residence at Barnard. Only courses graded C– or higher will be credited toward the major.

The student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the *Barnard Catalogue*. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. A combined or special major may be designed in consultation with the Class Dean and chairs of the appropriate departments, and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for a double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

## Electives

Apart from fulfilling general education requirements and major requirements, the student completes the remainder of the 122-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses (including film) may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may receive credit for eight, including piano instruction).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited; however, a student does not receive academic credit for a dance technique course until she has completed or is currently completing the Physical Education requirement.

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. (See page 49.) A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

## Requirements for Transfer Students

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar and two semesters of Physical Education. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must attend Barnard for at least four regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Exemption from the foreign language requirement may be attained on the basis of College Entrance Examination Board Achievement scores alone or by a combination of those scores and additional college work. Those who do not receive exemption must complete the normal language requirement. (See page 36.) Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

## Transfer Credit

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete transcript is received in the Office of the Registrar. Students are asked to submit catalogues and course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's 122-point (120 points for students entering prior to Autumn 2003; 121 points for transfer students) graduation requirement with a maximum of 16 points per term. Credit cannot be granted for courses with grades lower than C minus. Acceptable transfer work does not usually include applied or professional courses or more than the equivalent of two Barnard stu-

dio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students who entered Barnard in or after Autumn 2003 with fewer than 24 points need 122 points to graduate, and 2 of those points are for PE, either at the previous school or here. Those entering with 24 or more points must complete 121 points for the Barnard degree, and 1 of those points is for PE (1 is both the minimum and the maximum).

Transfer students may apply for credit for previous summer courses under the regulations governing summer study. (See page 46.)

First-year students with a record of prior course work taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit. Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average. (See page 21.)

# THE CURRICULUM: PRIOR TO AUTUMN 2000

For students who matriculated as first-year students before Autumn 2000, the degree requires the satisfactory completion of 120 points of academic work and two semesters of physical education. All students must fulfill general education requirements and complete a major.

## General Education Requirements

Students must complete:

**First-Year Seminar** (see page 32)
**First-Year English** (see page 32)
**Foreign Language** (see page 36)
**Laboratory Science** (see page 34–35)
**Quantitative Reasoning** (see page 35–36)
**Physical Education** (two semesters, one in the first year and one by the end of the junior year; for students who enter as transfers, one semester by the end of the junior year)

## Students must also complete:

### Distribution

#### Part A:

Students must complete four one-semester courses outside the major, two in the Humanities and two in the Social Sciences.
The distribution requirement in the Humanities may be fulfilled by courses in Art History, Philosophy, Religion, Medieval and Renaissance Studies, any literature, the history or literature of music, the history of dance or theatre, or Humanities C1001 *or* C1002, and by designated courses in Asian and Middle Eastern Cultures, Africa and African Diaspora Studies, or Women's Studies.

The distribution requirement in the Social Sciences may be fulfilled by courses in History, American Studies, Anthropology, Economics, Linguistics, Political Science, Sociology, or Contemporary Civilization C1101 *or* C1102, and by designated courses in Asian and Middle Eastern Cultures, Africa and African Diaspora Studies, Urban Studies, or Women's Studies.

#### Part B:

Students must complete four one-semester courses (transfers must complete three) chosen from the three categories listed below, with no more than two courses from any one category.
I. Comparative Studies of Culture and Society
II. Societies and Cultures of Asia, the Pacific, Africa, or the Middle East
III. Societies and Cultures of Europe or the Americas
Courses taken for Distribution-Part B may also qualify to fulfill Distribution-Part A.
Courses that qualify for the major or minor may also qualify for Distribution-Part B.

Electives (see page 39)

## Requirements for Transfer Students

A student admitted to Barnard prior to Autumn 2000 with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar, two semesters of Physical Education, and four courses in Distribution-Part B. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree from Barnard, a transfer student must attend Barnard for at least four regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Transfers are eligible for general honors when both overall and Barnard averages meet the required academic standards.

# OTHER ACADEMIC OPPORTUNITIES

## Minor

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses) that total a minimum of 15 points, and may be designated by any student having a major after completing a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. Courses for the major and minor may not overlap. Minor courses may be used in satisfaction of general education requirements. To qualify for the minor, a course must be letter-graded A+ to C–.

## Writing Fellows Program

The Writing Fellows Program offers exceptional students with strong writing, reading, and communication skills an opportunity to become peer tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (see page 192: *The Writer's Process*), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they go on to work in different settings (e.g., The Jong Writing Center, writing-intensive courses across the curriculum) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows receive a stipend and are asked to make a commitment of three semesters to the program.

## Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least three writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Economics, Education, English, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

## The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff The Erica Mann Jong Writing Center (121 Reid Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language). Students confer on chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

## Senior Scholar Program

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for the student who is unusually well prepared in an academic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Office of the Dean of Studies, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

## Centennial Scholars Program

The Centennial Scholars Program offers intellectually independent students an early opportunity to engage in challenging projects, tailored to their individual interests, with faculty mentors. The program is limited to 15 students in any single class. No separate application is required. Selection is based on the Centennial Scholars Committee's review of a student's application for admission, or of a nomination by a faculty member. Students selected for the program will be notified by the committee.

The Program confers a maximum of 18.5 points of credit toward the degree. In the spring of a Centennial Scholar's sophomore year, she enrolls in CTSC BC 1889, *Working With Ideas*, an interdisciplinary course designed to lay the foundation for the core of the Program, an extended apprenticeship with her mentor(s). Her project may extend over two or three semesters and may include a summer to accommodate travel or other particular needs. The Program culminates in the Centennial Scholars Symposium, devoted to preparing a public presentation of the project. Dinner lectures, outings to museums, performances, and research laboratories, and similar activities, are additional features of the Program.

The Centennial Scholars Program is governed by a committee consisting of:

Elizabeth Castelli, Co-Director, *Asst. Professor of Religion*
TBA, Co-Director,
Dorothy Denburg, *Dean of the College*
Jennifer Gill Fondiller, *ex-officio*, *Dean of Admissions*
Hilary Lieberman Link, *First-Year Class Dean*

## Higher Education Opportunity Program

The Higher Education Opportunity Program, a support service to meet the needs of New York State undergraduates from backgrounds that are disadvantaged economically and academically, provides counseling, tutoring, and financial assistance. During a summer program, all incoming HEOP students receive instruction in English, mathematics, research, and public-speaking skills. During the academic year, tutoring, workshops, and study groups are available in addition to academic and personal counseling.

## Program Planning for Students Interested in Health Professions

The basic premedical and predental requirements are two semesters of introductory biology and two semesters of biology laboratory, all at the 2000 level or higher (BIOL BC 2001, BC 2002, and laboratory BC 2003 and BC 2004); two semesters of general chemistry and one semester of laboratory (CHEM BC 2001, BC 3232); two semesters of organic chemistry and one semester of organic laboratory (CHEM BC 3230, BC 3231, BC 3328); two semesters of physics with accompanying laboratory (PHYS V 1201–1202; V1208–1209); two semesters of English (fulfilled by First-Year Seminar and First-Year English); and one year of college-level mathematics. Highly recommended courses, required by some schools, are two terms of calculus and one semester of biochemistry (CHEM BC 3282).

Students should become familiar with the most recent edition of *Medical School Admissions Requirements*, an annual publication of the Association of American Medical Colleges.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The science requirements should be completed in the year prior to the year of desired entry, at which time students are advised to take the Medical College Admissions Test, normally offered in April. The test is repeated in the early fall for those who wish to retake it or who, for compelling reasons, were unable to take it in the spring.

All students who are interested in the health professions should consult their advisers as early as possible and consult the designated dean in the Office of the Dean of Studies during the sophomore year. Applications for the standardized tests and other relevant materials are available in 105 Milbank.

## Program Planning for Law School Applicants

There are no specific course requirements for entry to law school and there is no specifically recommended major. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and the application process can be found in the *Official Guide to U.S. Law Schools*, an annual publication of the Law School Admission Council and the American Bar Association and Barnard's *The Prelaw Handbook*. Copies of the *Handbook* are available in the Office of the Dean of Studies, 105 Milbank, which also maintains a library of current law school catalogues and other relevant information.

Students are encouraged to consult the designated dean in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Registration booklets for the LSAT and for the Law School Data Assembly Service (a required transcript analysis procedure) arrive in March each year and can be picked up in 105 Milbank anytime thereafter.

## Program Planning for Students Interested in Other Professions

Curricular planning should be made with an eye to some of the specific requirements in other fields. Familiarity with professional school catalogues in these areas is recommended. Information and printed literature about business, social work, and psychology is available in the Office of the Dean of Studies.

## Credit for Summer Study

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regulations. The maximum number of summer points that can be applied toward the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee on Programs and Academic Standing, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for summer study are available at the Office of the Registrar on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee on Programs and Academic Standing by completing the form and submitting it to the Office of the Registrar well before the end of the spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C– or higher; they are **not** included in the Barnard grade point average, but they will be included in the calculation for Latin honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant's transcripts from all the colleges attended.
4. A fee is charged by Barnard to transfer credits from the other institution. (Please refer to the FINANCIAL INFORMATION section of this catalogue.)

## Study Abroad

Several options for study abroad are available to academically qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

a) have 2 years or the equivalent at the college-level of the language of the host country, provided the language is offered at Barnard or Columbia, regardless of the language of instruction, OR have completed 1 year or the equivalent at the college-level (this includes AP test scores, language proficiency exam or courses taken at another college or university) of the language of the host country and enroll in a program with a home stay or have a language intensive at the start of the semester. For students studying the sciences or mathematics abroad, language requirements vary slightly. When the language is not offered at Barnard or Columbia, students should have some knowledge of the language of the host country;

b) have a plan for completing the general education requirements for the degree;

c) have no outstanding incompletes;

d) have a good academic record;

e) have worked out, in consultation with the major and study abroad advisers, a plan for the completion of all major and college requirements for graduation.

The educational interests of each applicant are of primary concern to the staff of the Dean of Studies in acting on a student's request to study abroad for degree credit.

Interested students should begin the process of applying to study abroad by consulting the dean responsible for study abroad advising in the Office of the Dean of Studies no later than the first semester of the sophomore year. Students must obtain the approval of the study abroad adviser, the class dean, the academic adviser, and the department chairs through which credit is being requested in order to receive the College's permission to study abroad for credit toward the Barnard degree. Students pay Barnard tuition and an off-campus comprehensive fee for the period of study abroad.

Barnard approves programs of study throughout the world. Some programs—in partnership with Barnard—require nomination by the College, e.g., Oxford (St. Peter's and Somerville Colleges).

Barnard students who wish to study for degree credit in Paris may apply to the **Columbia University in Paris** program, which offers a varied and attractive curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women's studies. In addition to the courses offered there, students with sufficient preparation may, through this program, enroll in courses in the French university system in a variety of academic disciplines. To qualify for admission, a student must have completed two years of college French with grades of B or better. It is possible to spend one term or an academic year in Paris. Some participants are French majors, but most are not. The student body comprises undergraduates from Barnard and Columbia, as well as those from other colleges and universities. The program is owned and administered by Columbia University. It is located in the Montparnasse district of Paris, near Luxembourg Gardens. The administrative staff assists students in planning academic programs and in finding housing accommodations. Credit is awarded for no other programs in Paris.

Barnard students who wish to study for degree credit in Germany may apply to the **Berlin Consortium for German Studies** program, based at the Free University of Berlin. This program makes it possible for humanities, science, and social science majors who have completed at least two years of college German or the equivalent to become German university students for an academic year or semester. The program involves full immersion into the German language, enrollment directly into courses shared with German students, access to university libraries and student housing, internship opportunities during vacation periods, and maximum exposure to contemporary German cultural and political life. The program is administered by Columbia University, and both a full-time academic director and resident director located at Free University assist students in planning academic programs.

Bulletins and applications for Columbia University in Paris and the Berlin Consortium are available in 203 Lewisohn Hall and in 105 Milbank. Interested students should consult the dean responsible for study abroad advising in the Office of the Dean of Studies to discuss their plans and to have the dean review and approve their applications.

Barnard also offers the opportunity for study in Japan at the **Kyoto Center for Japanese Studies** through its participation with Columbia in a consortium organized by Stanford University, as well as directly through other universities.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities has been approved for Barnard credit. Please visit the Study Abroad web site at **www.barnard.edu/dos/study_abroad**, which includes a list of all approved programs.

Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs in Paris and Berlin is generally treated as transfer credit. (See page 39.)

## Domestic Study Programs

Barnard participates in an exchange program with Spelman College, a historically Black college for women in Atlanta, Georgia. Barnard students in the program may register for classes at any of the institutions within the Atlanta University Center: Clark Atlanta University, Morehouse College, Morehouse School of Medicine, the Interdenominational Theological Center, Morris Brown College, as well as Spelman. In addition, students may participate in the Columbia University–Howard University Exchange Program. Applications for both programs may be obtained in the Office of the Dean of Studies.

## Study at Jewish Theological Seminary

The Jewish Theological Seminary of America, located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under any of two options: (1) individual courses; (2) a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit (see page 39 for rules on transfer credit). Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Office of the Dean of Studies at Barnard and at the Seminary's List College and must be separately admitted to each institution.

Barnard students who are enrolled in the Double–Degree Program may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges. Students taking JTS courses pay the Seminary directly for those courses.

## Study at the Juilliard School

The Juilliard School at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible. Students are subject to pay Barnard tuition except for those students admitted into the Julliard M.F.A. program and taking Julliard courses in addition to music lessons.

## Study at the Manhattan School of Music

The Manhattan School of Music is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form each semester before receiving permission to enroll at the Manhattan School. Students pay Barnard tuition.

## Special Academic Programs

Barnard offers a summer academic program for secondary school students, "Summer in New York: Barnard's Pre-College Program." Program information and applications are available in the Office of the Pre-College Program, 112 Hewitt Hall.

# Double and Joint Degree Intrauniversity Programs

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (SIPA), the Fu Foundation School of Engineering and Applied Science, the School of Law, and the School of Dental and Oral Surgery. Details on specific programs are given below.

## School of International and Public Affairs: International Affairs

Barnard College and the Columbia University School of International and Public Affairs offer a joint program leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) after one additional year.

Barnard College and the Columbia University Graduate School of International and Public Affairs offer a joint degree program leading to the Bachelor of Arts degree at the end of four years and the Master of Public Administration (M.P.A.) after one additional year.

Application to the program is made directly to the Graduate Program in Public Policy and Administration at the School of International and Public Affairs, but the designated dean in the Office of the Dean of Studies should be consulted before the application is filed, preferably as early as the sophomore year. Admission to the joint program does not constitute automatic admission to the M.P.A. program. The student in the joint program applies for admission to the graduate program in the autumn term of her senior year. Final admission is conditional upon the applicant's receiving the A.B. degree from Barnard.

A Barnard student's eligibility for the joint program with SIPA is governed by the following conditions:

1. A minimum grade point average of 3.3.
2. At least four semesters of matriculation at Barnard before enrolling in the joint program.
3. Fulfillment of all basic and distribution requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.

A Barnard student in the program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department.

## School of International and Public Affairs: Public Policy and Administration

Application to this program is made through the Barnard Office of the Dean of Studies during the junior year, but to ensure appropriate guidance and preparation, consultation is recommended in the sophomore year with the appropriate dean. Qualified students nominated by the Office of the Dean of Studies complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admissions officer at SIPA. The final decision on admission to the program rests with the SIPA Review Committee. Acceptance for the joint program is a provisional admission to SIPA

for the M.P.A. degree. All provisionally admitted students will be required to submit a formal application to SIPA in the spring semester of the senior year.

A Barnard student in the joint program must satisfy all requirements for the A.B. degree at Barnard. Courses in the graduate program may be used to fulfill major requirements only with the written consent of the chair of the department in which the student is majoring. During the junior and senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses specified in the Bulletin of the Graduate Program in Public Policy and Administration. An internship, usually during the summer between the fourth and fifth years, is also required. In the fifth year of the program, a student completes at least 30 points, including a workshop and policy specialization requirements.

## School of Law

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law, juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, at least 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in appropriate law courses.

To be nominated, a student must have an outstanding academic record (3.6 average or above) and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the law school in that academic year.

Students interested in the program should consult the Pre-law Dean in the Office of the Dean of Studies early in the junior year and with the Senior Class Dean to ensure fulfillment of graduation requirements. LSAT registration booklets are available in the Office of the Dean of Studies; the test is usually offered in February, June, October, and December.

## School of Dental and Oral Surgery

A limited number of qualified students may enter the Columbia University School of Dental and Oral Surgery after three years of undergraduate work at Barnard. To be eligible for this program, the student must have completed 90 points of academic work at Barnard and all of the prerequisite courses for the School of Dental and Oral Surgery. To be eligible for the A.B. degree, she must have completed 120 points, 30 of which may be taken at the School of Dental and Oral Surgery, and she must have completed all of the general and major requirements of Barnard College.

A student interested in this option should consult with the health professions dean in her sophomore year for early program planning. Before her admission to the School of Dental and Oral Surgery, she should consult with the Senior Class Dean to make certain that she will be eligible for the A.B. degree.

## School of Engineering and Applied Science

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard College with a few courses taken in the School of Engineering and Applied Science. During the junior year the student applies for admission to the School of Engineering and Applied Science, where the remaining two years of more specialized engineering study are taken. Completion of the general education major and requirements is required for the Barnard A.B. degree. A maximum of 30 Engineering points may be credited toward the Barnard degree. Students inter-

ested in the program are encouraged to consult the designated dean in the Office of the Dean of Studies to plan an appropriate schedule of Barnard courses.

# Auditing

## Student Auditing

Matriculated students may audit courses in special instances by arrangements with the instructors. Permission to audit a course is granted at the instructor's discretion. Courses audited do not appear on the student's program or transcript, are not graded, and may not be subsequently converted to credit courses.

Auditors are encouraged to attend class and to keep up with the readings. No examinations or papers are required; no grade is assigned. Auditors are silent participants in class and may join in discussion only at the discretion of the instructor.

## Alumnae Auditing

Many Barnard courses are open to alumnae for auditing. No credit is given; there is no charge. The only requirement is that permission of the instructor must be obtained. Those interested in this program should contact the Alumnae Office and request a copy of the current catalogue and information about procedures.

# REGISTRATION

## Registration for New and Continuing Students

Instructions for registration are distributed to students and available online.

Students are expected to register online during the registration times published in the College Calendar. Permission to register may be refused to students who do not observe the deadline for registration. Those students who have permission to register late will be assessed additional fees, as posted at the Registrar's Office.

Bills for tuition and fees (see page 22) are mailed before the beginning of the semester, and payment must be received by the deadline published in the College Calendar. In addition, any outstanding debts to the College or University, including library fines, must be paid before the student may register.

The final stage of the registration process is program filing (see below), which must be completed by the deadline published in the College Calendar. If for some compelling reason a student must enroll in less than a full-time program, the written permission of her Class Dean in the Office of the Dean of Studies is required.

## Registration for Resumed Education Students

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional course work. Resumed Education students are subject to regular registration procedures and deadlines.

## Enrollment in Columbia University Courses

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program; specific instructions are distributed. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Certain Columbia courses are limited in enrollment. Barnard students wishing to register in such courses must take part in the limited-enrollment procedures.

All Teachers College courses require approval of the Barnard Dean of Studies by submission of an approval form during the first week of the term, and also require payment of Teachers College tuition charges over and above Barnard tuition.

# Student Programs

## Program Filing

The list of courses for which the student is enrolled each semester is known as the student's program.

Each student is required to schedule and attend a program-planning meeting with her adviser before the end of each semester (see College Calendar) and to consider carefully and seriously her selection of courses for the following semester.

During the program-planning period, various departments post sign-up sheets for laboratory courses, sectioned courses, and limited-size courses. A student who wishes to enroll in such a course or courses must enter her name on these sheets to ensure a place for the following semester. Each student files her program online through the Registrar's web site by the stated deadline. The program is finalized only upon receipt of her adviser's approval, also by the deadline.

There is **no refund** issued for courses dropped after the published deadline for program filing, and any part-time program filed after that date will be assessed full tuition.

**Note:** the deadline for submission of programs is separate from, and somewhat later than, the registration deadline (see College Calendar). Programs filed late must be approved by each instructor and the Committee on Programs and Academic Standing, and will be assessed additional fees, which will be posted at the Registrar's Office. A student who neglects to file a program is subject to academic probation.

## Adjustment of Fees and Refunds for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration of her program is made by September 13 (last day of program filing) in the autumn term and by January 28 in the spring term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

## Schedule of Classes and Room Assignments

Class times and room numbers are published in the printed Directory of Classes, which is also available on Columbia's web site. Final information on changes in Barnard-taught courses (class times and rooms) is posted at the Registrar's Office and on the Barnard and Columbia web sites. Disabled students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

## Courses with Limited Enrollment

Enrollment in certain Barnard and Columbia courses is strictly limited and students must follow specified procedures to secure places in these courses.

## Adding Courses

Courses may not be added after the deadline for filing academic programs. Up to that deadline, the student may add courses online. Adding a course requires the online approval, or the signature on an Add form, of the student's adviser.

## Dropping Courses

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the written approval of the student's adviser and must be returned to the Office of the Registrar before the deadline published in the College Calendar. Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which ends prior to the above dates must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the deadline for program filing.

## Attendance

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations.

## Policy on Religious Holidays

It is the policy of Barnard College to respect its members' observances of their major religious holidays. Conflicts with such holidays will normally be avoided in the scheduling of required academic activities and essential services, including registration deadlines that are part of the academic calendar, and final examinations.

In any instance of unforeseen or unavoidable scheduling conflict, student and instructor will work out suitable arrangements for satisfaction of academic requirements; in some instances, consultation with a dean or director may be appropriate. A listing of major religious holidays is distributed before the Autumn term to all faculty and administrators.

## Length of Residence

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Senior Class Dean.

## Classification of Students

Students are classified as follows:

| **Matriculated** | **Points completed** |
|---|---|
| First-Year | fewer than 24 |
| Sophomore | 24–51 |
| Junior | 52–85 |
| Senior | 86 or more |
| Unclassified | transfer students who have not yet been assigned credit |

**Non-matriculated:**

Other college degree candidates (visiting students)
Barnard alumnae auditing courses
Barnard alumnae taking courses for credit
Any other student who is not a degree candidate

A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

## Filing of Diploma Name Cards

The Diploma Name Card, available online and in the Office of the Registrar, is the student's official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. Graduation ceremonies are held in February and May.

## Withdrawal and Readmission

A student not subject to discipline for infraction of College rules may withdraw from the College during the semester by submitting a "Notice of Withdrawal" form to the Office of the Dean of Studies before the withdrawal deadline. If the student withdraws during the semester without submitting the proper notification, she risks receiving a failing grade. (For information on partial refund of tuition, see page 24.) A student who plans to withdraw following the completion of a term must also file the appropriate form in the Office of the Dean of Studies. Withdrawals should be discussed with a student's academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the form.

Readmission of students who have withdrawn from (or been withdrawn by) the College for some non-academic reasons, e.g. health, will be considered by the Committee on Evaluation, composed of representatives from the offices of Residence Life, Dean of Studies, Counseling Services, Disability Services, Health Services, and Student Development.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies, with reasons for the request, by June 1 for an autumn term return and by November 1 for a spring term return. A Health or Counseling Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as needed, it considers the advisability of a student's withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the office of the Dean of Studies.

## Exceptions to College Regulations

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Petition forms are available at the Office of the Registrar and should be returned there. Requests that bear the appropriate signatures of advisers and instructors normally receive consideration within two weeks of their submission.

# EXAMINATIONS

## Language Placement Examinations

The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or by a College Entrance Examination Board (CEEB) score of 781 (700 or above in Hebrew), or, for transfer students, by having completed acceptable qualifying language courses.

**Transfer Students**
A transfer student who has a CEEB score is placed according to that score alone, if she has had no previous college language courses. The determination is made according to the provisions of an established scale (see page 36). A transfer student who has no CEEB score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

**First-Year Students**
First-year students are placed (or exempted) on the basis of their CEEB scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students of their language requirements.

**Summer School Language Courses**
Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies must take a language placement examination or secure departmental approval to receive degree credit and enter at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are available at the Office of the Registrar.

## Other Departmental Placement Examinations

Students may obtain exemption from or placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

## Make-Up Examinations During the Term

Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Office of the Dean of Studies.

## Final Examinations

No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are sent to each student and instructor, and posted on the web site of the Office of the Registrar, at least two weeks in advance of final examinations.

Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. The Honor Code further implies that any student or member of the faculty who has firsthand knowledge of a violation of these rules has an obligation to report it to the Dean of Studies or Honor Board.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

## Deferred Final Examinations

Deferred final examinations, given in September and January (see College Calendar), are open only to those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Office of the Dean of Studies.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Office of the Dean of Studies in person or by telephone on the day of the examination.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year. If a student absents herself without a compelling and valid excuse from a final or deferred examination, she will receive a grade of zero for that examination. Applications for deferred examinations are filed with the Office of the Registrar. A payment of a $10 handling fee for each examination must accompany the application.

## Examinations for Students with Disabilities

Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 7 Milbank and return them at the beginning of each semester.

# GRADING AND ACADEMIC HONORS

## Grading System

Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

| | |
|---|---|
| A+, A, A– | Excellent |
| B+, B, B– | Good |
| C+, C | Satisfactory |
| C–, D | Unsatisfactory but passing |
| F | Failure |
| P | Passed without a specific grade on student's election of P/D/F option |
| P* | Passed in a course for which only a grade of P or F is allowed |
| I | Incomplete |
| X | Absence from final examination |
| Y | For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course |
| W | Approved withdrawal after "drop" deadline |
| UW | Withdrawal from a course without official notification to Registrar |

Pass/Fail grades are recorded for all students in certain courses, e.g., physical education. Pass/Fail grades for individual students are subject to regulations described below.

In the computation of grade point averages, marks for courses are awarded on the following scale:

| | | | |
|---|---|---|---|
| A+ = 4.3 | B+ = 3.3 | C+ = 2.3 | D = 1.0 |
| A = 4.0 | B = 3.0 | C = 2.0 | F = 0 |
| A– = 3.7 | B– = 2.7 | C– = 1.7 | |

In order to be recommended for the degree, a student must maintain a cumulative average of 2.0 (C) for 120 or more points completed with passing grades. At the end of each term all records are examined. Normally only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain in college. Students whose work falls below the cumulative average of 2.0 may be permitted to continue at Barnard with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Required courses graded D that must be retaken for a higher grade to satisfy requirements for the major or minor will not receive degree credit when repeated. Both enrollments and grades appear on the transcript.

## Grade Reports

Grades are available to students online. Following graduation, a cumulative grade report of all the student's work at Barnard is sent to her home address. The cumulative grade report is an unofficial transcript for which there is no charge. A student may request that her grade reports be sent to her parent(s) or guardian by filing a permission card with the Registrar. Parents who have established their daughter's status as a dependent may receive transcripts of her grades without her consent by writing to the Registrar and enclosing "evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form" (FERPA). If the student wishes additional transcripts, a charge of $3 per copy will apply. (See Transcripts, page 59.)

## Pass/D/Fail Option

A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail form to the Office of the Registrar before the absolutely firm deadline published in the College Calendar. The forms are available at the Office of the Registrar about two weeks before the deadline. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A passing letter grade in the range of A, B, or C reported by the instructor is converted to P by the Office of the Registrar. A grade of D or F is not converted.

Some courses record Pass/Fail grades for all students enrolled, e.g., ENGL BC 3191. Of the 122 points required for the degree, a maximum of 23 points of course work may receive a grade of Pass, whether elected or mandated (e.g., ENGL BC 3191). The P/D/F option cannot be elected for First-Year English or any course designated to count toward the major or the minor. (For students required to complete 120 points, the maximum is 21 points; for students required to complete 121 points, the maximum is 22.)

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean's List, to eligibility for financial aid, and to the overall 23-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for AP, baccalaureates, some transfer work, and all summer courses are not calculated in the Barnard grade point average.)

**The request for a course to be graded under the Pass/D/Fail option is irreversible.** Subsequent change to a letter grade will not be allowed, and the option may not be elected retroactively. Information on the grade assigned to a course taken Pass/D/Fail will not be released to the student.

## Incompletes

A student may for compelling reasons request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The "Early Incomplete" option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the "I" notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the "I" notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

## Transcripts

Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available, but the request may also be made by letter, provided that the letter includes the following: student's name (and her name at Barnard, if different) and Social Security number or Barnard identification num-

ber, dates of attendance at Barnard, purpose of the transcript, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester's grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student's full signature, and a $3 check or money order for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the $3 fee. There is no charge, however, for a transcript sent to a division of the University. Barnard will not send copies of transcripts from other schools; they must be requested directly from the institutions attended.

## Dean's List

The Dean's List, which includes the names of students who deserve special mention for scholarship, is compiled at the end of each academic year. To be eligible, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) Her grade point average will be based on all her letter grades in the A to F range.

## Honors

The Faculty awards honors to students who complete work for the degree with distinction (*cum laude*), with high distinction (*magna cum laude*), and with highest distinction (*summa cum laude*). Students whose records include study at other institutions will be eligible for honors if both the overall and the Barnard grade point averages meet the designated requirements. Grades for summer work are included. If the total number of points for courses graded P or P*, and for transfer grades that do not have Barnard equivalents, exceeds 34 of the 122 points for the degree, the qualifying averages are computed on a sliding scale. Departmental honors are awarded to a small percentage of eligible graduates nominated by their departments for distinguished work in their major fields.

## Phi Beta Kappa

The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

## Eligibility for Student Government Offices

To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

## Eligibility for Intercollegiate Athletics

Any student at Barnard College, Columbia College, the Fu Foundation School of Engineering and Applied Science, or the School of General Studies who is pursuing the undergraduate program or a combined program toward a first degree is eligible for inter-

collegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must

- be a candidate for a bachelor's degree;
- be registered for at least 12 points of credit per semester;
- be in satisfactory academic standing;
- have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
- have attended the University for not more than eight terms;
- not have completed the requirements for a bachelor's degree.

An eligibility form must be filed with the Director of Athletics, who consults with the Registrar to determine eligibility. Questions about eligibility should be referred to the Dean of Studies.

# COURSES OF INSTRUCTION

## The Curriculum

All academic programs listed are planned for 2004–05; their listing in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

## Courses of Instruction

Course descriptions will be found in the following pages. Room assignments and all other registration information are published in a separate bulletin and online.

**Autumn term courses are followed by an x; spring term courses are followed by a y.**

Indivisible **Barnard** courses that run throughout the year are marked with a dash between the numerals (e.g., SPAN V1101–V1102). The first semester of elementary language, whether taken at Barnard or elsewhere, normally does not receive degree credit unless the second semester is completed. However, a single exception to this rule is allowed upon written request to the Registrar.

Divisible Barnard courses, which run throughout the year, are marked with a comma between the numerals (e.g., Environmental Science BC 1001x, BC 1002y). The first half of such courses may be taken separately. Admission to the second half without completion of the first half is granted only with written permission of the instructor. Certain courses are offered in both Autumn and Spring terms (Economics BC 1001x, BC 1001y) and may be taken in either term.

The following alphabetical prefixes designate the division of the university for whose students the course is primarily offered or indicate joint courses. The aforementioned guidelines regarding dashes and commas between course numbers for BC courses do not necessarily apply to courses offered by other faculties.

BC – Barnard College
C – Columbia College
F – School of General Studies
G – Graduate School of Arts and Sciences
H – Columbia University in Paris
R – School of the Arts
S – Summer Session
V – Joint undergraduate course (Barnard with Columbia College and/or the School of General Studies)
W – Other inter-faculty course

The level of the course is generally as follows:

1000–3999 Undergraduate
4000–4999 Advanced undergraduate and first-year graduate
5000–8999 Graduate, normally not open to undergraduates

# AFRICA AND AFRICAN DIASPORA STUDIES

411 Barnard Hall

854-0729; 854-9850
**www.barnard.edu/africana**

This program is supervised by the committee on Africa and African Diaspora Studies:

**Director of Africa and African Diaspora Studies:** Gretchen Holbrook Gerzina, Professor of English

**Professor of French:** Serge Gavronsky

**Professor of Sociology:** Jonathan Rieder

**Associate Professor of Anthropology:** Lesley A. Sharp

**Assistant Professor of Anthropology:** Brian Larkin

**Assistant Professor of French:** Kaiama L. Glover

**Assistant Professor of Political Science:** Linda Beck

**Senior Associate of English:** Quandra Prettyman

The Africa and African Diaspora Studies major offers an interdisciplinary, comparative approach to the study of the history, politics, cultures, literatures, and experiences of peoples of African origin in Africa and the African diaspora. In addition to fulfilling the requirements, students focus on a central subject, theme, or set of questions.

In consultation with the program director, each student chooses an adviser from among several departments and works closely with both to define a thematic concentration within the major. Themes might include Gender and Africa; the Multicultural Caribbean; Media and Social Change; Culture and Politics in the African Diaspora; Prisons and Globalization; Literature, Arts, and National Identity.

A series of required courses spanning the disciplines, the junior colloquium, and the directed research provide a solid foundation for interdisciplinary study. The major offers training in methodology as well as in the use of primary and critical materials, and lays the foundation for the research and writing of a senior thesis.

## Requirements for the Major

I. **Introductory Courses:** Two-semester sequence (preferably to be taken before the junior year):

| | |
|---|---|
| *PAFS BC 3004x* | *Introduction to Africa and African Diaspora Studies: African Civilizations* |
| *PAFS BC 3006y* | *Introduction to Africa and African Diaspora Studies: The African Diaspora* |

II. **Language:** Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (in addition to English) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement.

III. **Harlem:** Each student will take a course on Harlem, chosen from among the offerings at Barnard or Columbia.

IV. **Electives:** Each student will, with the approval of the program director, select five electives which focus on a central subject, theme, or set of questions. Of these five, at least two must be on Africa and at least one must be on the African Diaspora. At least one course must be in the humanities, and one in the social sciences, and these courses can overlap with the courses on Africa and the African Diaspora.

V. **One Semester Junior Colloquium in Africa and African Diaspora Studies:**
*PAFS BC 3110* *Colloquium: Issues in the Studies of the African Worlds*

VI. **Senior Thesis: PAFS BC 3998x and PAFS 3999y Senior Seminar,** a two-semester program of interdisciplinary research leading to the writing of the senior essay. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis.

No minor is offered in Africa and African Diaspora Studies.

## Courses of Instruction

*BC3004x*
**Introduction to Africa and African Diaspora Studies: Africa Past, Present and Future**
An interdisciplinary and thematic approach to the study of Africa, moving from pre-colonial through colonial and post-colonial periods to contemporary Africa. Focus will be on its history, societal relations, politics and the arts. The objective is to provide a critical survey of the history as well as the continuing debates in African studies. —L. Beck
*3 points.*

*BC3006y*
**Introduction to Africa and African Diaspora Studies: The African Diaspora**
An interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the "New World."—K. Glover
*3 points.*

*PAFS BC 3005x*
**Introduction to Caribbean Societies**
A multi-disciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean studies (race, color and class; politics and governance; political economy, the struggle for liberation; culture and identity and migration). —K. Glover
*3 points. Not offered in 2004–05*

*PAFS BC 3100x*
**Colloquium: Issues in the Studies of the Africa and African Diaspora World**
An in-depth discussion of enduring and contemporary issues in the Black experience. Each offering of this course will focus on one or a combination of the following issues or other relevant issues: approaches to the study of Africa and the African diaspora; slave systems; theories of race and race relations; gender and sexuality; family structures; black activism, social and liberation movements; arts, music and the black struggle; and Pan-Africanist thought. —B. Abu-Manneh
*4 points.*

*PAFS BC 3120x*
**History of African American Music**
A broad survey of the development of African American popular music styles. Utilizes both historical and ethnomusicological methodologies to examine sacred and secular musics of slave communities, blues, gospel, rhythm & blues, soul, funk, and hip-hop. Analyzes social, cultural, and political issues and movements, and their impact on the development of various musical elements.
—J. Casselberry
*3 points.*

***PAFS BC 3122y***
**Ethnography of Black Americans in the United States**
An interdisciplinary survey of writings, film, and music on and by black Americans from the 17th-20th century. Examines theories of race and gender constructions, performance, and power, as well as systems of image construction in popular culture. Also explores the dynamic nature of notions of authenticity and authority. —J. Casselberry
*3 points.*

**PAFS BC 3998x and PAFS 3999y Senior Seminar,** a two-semester program of interdisciplinary research leading to the writing of the senior essay. Senior Seminar is not an independent study, but a structured seminar on methodology and criticism, which in the first semester results in a substantial, approved, thesis proposal and annotated bibliography, and in the second semester produces the final thesis. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis.

The following is only a sample of courses that may be applied to the major in 2004-2005. Students should consult the departmental and program listings, and particularly the program website, for course descriptions, prerequisites, and other relevant courses.

| | |
|---|---|
| ANTH W 3201y | The Body and Society |
| DANC BC 2252 | African Dance I |
| DANC BC 2253 | African Dance |
| ENGL BC 3140 | Explorations of Black Literature |
| ENGL BC 3144 | Minority Women Writers |
| ENGL BC 3190 | Global Literature in English |
| ENGL BC 3997x | The African Diaspora |
| ENGL BC 3997x | Slavery: A Woman's Experience |
| ENGL 3997y | The African American Novel |
| ENGL BC 3998y | Senior Seminar: Harlem in Literature |
| FREN BC 3071x | Blacks, Jews and Arabs in Modern France |
| FREN BC 3064x | France on Film |
| REN BC 3072x | Francophone Fiction |
| FREN BC 3073x | Africa in Cinema |
| FREN BC 3065y | Surrealism: Politics, Paintings, Film |
| FREN BC 3024y | The Culture and Institutions of France II |
| FREN V 3421y | Intro. to French and Francophone Studies II |
| HISP BC 4xxx | Reading the Jungle/Lecturas de la Selva |
| HIST BC 3321 | Colonial Encounters: Europe and the Culture of Empire |
| HIST BC 3489 | The Fourteenth Amendment and Its Uses |
| WMST BC 3902 | Gender, Education and Development |

# AMERICAN STUDIES

420 Lehman Hall 854-5046
**www.barnard.edu/amstud**

This program is supervised by the Committee on American Studies:

**Professor of History:** Rosalind Rosenberg (Director)

**Professor of Anthropology:** Nan Rothschild

**Assistant Professor of Art History:** Elizabeth Hutchinson[2]

**Professor of Economics:** David Weiman

**Professor of English:** William Sharpe[2]

**Associate Professor of English:** Lisa Gordis[2]

**Assistant Professors of English:** Jenny Kassanoff, Monica Miller[2]

**Professors of History:** Robert A. McCaughey, Rosalind Rosenberg, Mark C. Carnes[1]

**Assistant Professors of History:** Owen Gutfreund, Thaddeus Russell (Term)

**Professor of Religion:** Randall Balmer

**Professor of Sociology:** Jonathan Rieder

[1]Absent on leave Spring term.
[2]Absent on leave 2004–05.

The American Studies Program offers an interdisciplinary major for students who want to study the society and culture(s) of the United States and its borders by focusing on a central subject, theme, or set of questions.

## Themes

In consultation with the program director, each student chooses an adviser from among several departments and works closely with the program director and her adviser to define a thematic concentration within the major. For example, a student might define her concentration as:

*Gender and American Culture*
*The Asian-American Experience*
*Race, Ethnicity, and National Identity*
*Mass Media and Social Change in American Society*
*Culture and Politics in 20th-Century America*
*19th-Century American History and Literature*
*Community in American Society*

Required courses in American history and literature, as well as the junior colloquium and senior seminar, offer a solid foundation for interdisciplinary study.

Prospective majors must see the program director for more information about structuring concentrations and for help in selecting an adviser. The program director can provide examples of possible programs and access to a file of syllabi from American Studies courses in other departments. Both Barnard and Columbia College courses will satisfy major requirements.

## Requirements for the Major

The American Studies major requires a minimum of 12 courses:

1. Two-semester sequence *American History Survey*, HIST BC 1401 and 1402. Majors are urged to complete this requirement by the sophomore year. This requirement

may be waived for those with scores of 4 (waives one semester) or 5 (waives both semesters) on the Advanced Placement Exam. Those students should substitute upper-level American history courses.

2. One semester of the *American Literature* sequence (ENGL BC 3179, 3180, 3181, 3183).
3. Junior Colloquium: *Cultural Approaches to the Past*, AMST BC 3401.
4. *Senior Seminar* (AMST BC 3703 and 3704). In some cases, a senior seminar sequence in one of the departments may be substituted for AMST BC 3703 and 3704.
5. A set of at least six courses organized around a theme or subject. One of the six courses must be a seminar or colloquium. The program director and adviser must approve both the theme and the set of courses the student selects for the concentration.

**No minor is offered in American Studies.**

## Courses of Instruction

***AMST 3201y***
**Theorizing Civic Engagement**
Through combination of community–based learning, directed reflection, and theoretical readings, explores the complexities of civic engagement. Issues include: community empowerment; public policy at the grassroots; the relationship between funding and social change; communication and coalition–building across differences of race, gender, class; and leadership development.
*4 points.*

***AMST BC 3401x***
**Colloquium in American Studies: Cultural Approaches to the Past**
An introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society.
*4 points.*

***AMST BC 3703x, 3704y***
**Senior Seminar**
Individual research on topic related to major thematic concentration and preparation of senior thesis. —Staff
*Enrollment limited to senior majors.*
*4 points.*

***AMST BC 3999x, y***
**Independent Research**
—Staff
*3 or 4 points.*

### *American Studies Courses in Other Departments*

The following list is a representative sample of courses typically offered in a given year. Students should consult appropriate department listings for complete information about these courses and other offerings in American Studies:

#### Anthropology

| | |
|---|---|
| *V 3038x* | *Ethnicity and Race* |
| *V 3044x* | *Symbolic Anthropology* |
| *V 3070x* | *Archaeology of Cities* |
| *V 3460* | *Gender and Ethnographic Representation* |
| *BC 3868x* | *Ethnographic Field Research in New York City* |

| | |
|---|---|
| *V 3918x* | *Asian-American Communities* |
| *V 3955y* | *Colloquium: The Ethnographic Imagination* |
| *V 3960y* | *The Culture of Public Art and Display in New York City* |
| *V 3967y* | *U.S. Cultural Formations of the 20th Century* |
| *V 3969x* | *Specters of Culture* |
| *V 3985x* | *Ethnicity, Class, and Race* |
| *W 4625x* | *Anthropology and Film* |

### Art History

| | |
|---|---|
| *BC 3642* | *American Art and Culture* |
| *BC 3651* | *Native American Art* |
| *V 3673x* | *History of Photography* |
| *BC 3949* | *Memorials: The Art of Witness* |

### Asian and Middle Eastern Cultures

| | |
|---|---|
| *V 3915y* | *Asians in America* |

### Dance

| | |
|---|---|
| *BC 1247* | *Jazz Dance I* |
| *BC 2248* | *Jazz Dance II* |
| *BC 3249* | *Advanced Jazz (all three required for credit)* |
| *BC 2566y* | *History of Dance: Renaissance to Present* |
| *BC 2570y* | *Dance in New York City* |
| *BC 3574x* | *Contemporary Choreographers and Their Works* |

### Economics

| | |
|---|---|
| *BC 2010y* | *The Economics of Gender* |
| *BC 3013x* | *Economic History of the United States* |
| *BC 3012x* | *Economics of Education* |
| *BC 3019y* | *Labor Economics* |

### Education

| | |
|---|---|
| *BC 2032x* | *Contemporary Issues in Education* |

### English

| | |
|---|---|
| *BC 3140x Sec. 2* | *Explorations of Black Literature: 1760–1890* |
| *BC 3140x Sec. 3* | *Poetry Movements since the 1950s* |
| *BC 3140x Sec. 4* | *Imaging and Imagining Black Men in 20th-Century Literature and Culture* |
| *ENWS BC 3144y* | *Minority Women Writers in the United States* |
| *BC 3140x Sec. 7* | *Writing Black Lives* |
| *BC 3140y Sec. 6* | *American Literature and Film: Horror* |
| *BC 3179x* | *American Literature to 1800* |
| *BC 3180y* | *American Literature: 1800–1870* |
| *BC 3181x* | *American Literature: 1871–1945* |
| *BC 3182y* | *American Fiction* |
| *BC 3183x* | *American Literature since 1945* |
| *BC 3184y* | *House and Home in American Culture* |
| *BC 3185x* | *Modern British and American Poetry* |
| *BC 3195x* | *Postmodern Literature* |
| *BC 3196y* | *Home to Harlem: Literature of the Harlem Renaissance* |
| *BC 3997x Sec. 4* | *Slavery: Women's Experience* |
| *BC 3998y Sec. 3* | *Black Stereotypes and Racial Performance* |
| *BC 3998y Sec. 4* | *The Family in Turn-of-the-Century American Fiction* |

### Environmental Science

| | |
|---|---|
| *BC 3023y* | *The Hudson River Valley Environment* |
| *BC 3040x* | *Environmental Law, Policy, and Decision Making* |

### History

| | |
|---|---|
| *BC 1401x* | *American Civilization to the Civil War* |
| *BC 1402y* | *American Civilization since the Civil War* |
| *BC 3567y* | *American Women in the 20th Century* |
| *BC 3466x* | *American Intellectual History since 1865* |
| *BC 3467x* | *America Since 1945* |
| *BC 3457x* | *A Social History of Columbia University* |
| *BC 3496y* | *History of American Cities* |
| *BC 3520x* | *United States, 1918–1945* |
| *BC 4410x* | *Early American Maritime Culture* |
| *BC 4542x* | *Education in American History* |
| *BC 4546y* | *The 14th Amendment and Its Uses* |
| *W 4603y* | *The American Revolution* |

### Music

| | |
|---|---|
| *V 3170x* | *Studying Contemporary Popular Music* |
| *V 3470y* | *Issues in Rock Music and Rock Culture* |

### Africa and African Diaspora Studies

| | |
|---|---|
| *BC 3005x* | *Introduction to Caribbean Societies* |
| *BC 3103y* | *Comparative Caribbean Women's Literature* |

### Philosophy

| | |
|---|---|
| *BC 3720y* | *Ethics and Medicine* |
| *BC 3751x* | *Political Philosophy* |
| *BC 3758x* | *Philosophy of Education* |
| *BC 3780x* | *Philosophy of Law* |

### Political Science

| | |
|---|---|
| *BC 1001xy* | *Dynamics of American Politics* |
| *BC 3200y* | *American Political Development, 1789–1980* |
| *BC 3300x* | *Colloquium on Political Participation and Democracy* |
| *BC 3301x* | *Colloquium on Women as Voters, Candidates, and Leaders* |
| *BC 3302y* | *Colloquium on First Amendment Values* |
| *V 3313x* | *American Urban Politics* |
| *BC 3326x* | *Civil Rights and Liberties* |
| *BC 3331y* | *American Political Decision Making* |
| *BC 3335y* | *Mass Media and American Democracy* |
| *W 4311x* | *American Parties and Elections* |
| *W 4316x* | *The American Presidency* |

### Religion

| | |
|---|---|
| *V 3503y* | *Religion and American Culture* |
| *V 3755x* | *African-American Religion* |
| *V 3803x Sec.59* | *Native American Religions* |
| *V 3803x Sec.63* | *Religious Worlds of New York* |

## Sociology

| | |
|---|---|
| BC 1003y | Introduction to Sociology |
| V 3200x | Gender, Class, and Race |
| V 3206x | Race, Culture, and Identity in the Contemporary United States |
| V 3217y | Law and Society |
| BC 3220 | Maculinity: A Sociological View |
| V 3225y | The Sociology of Education |
| V 3228x | The Sociology of Medicine |
| V 3247y | The Immigrant Experience, Old and New |
| BC 3250y | Sociology of Jewish Life in America |
| W 3270x | Mass Media/Popular Culture |
| V 3324y | Poverty, Inequality, and Policy: A Sociological Perspective |
| BC 3302 | Sociology of Gender Roles |
| V 3330x | Asian-American Gender and Sexuality |
| V 3350x | Religion and Social Change |
| BC 3904y | Music and Society: Calypso and Reggae |

## Spanish

| | |
|---|---|
| BC 3002x Sec. 3 | Hispanics in the United States |
| BC 3115 | Latin-American Culture I |
| SPWBC 3204x | Latina Literature |

## Urban Studies

| | |
|---|---|
| V 3545x | Junior Colloquium on Urban Studies: Shaping of the Modern City |
| V 3546y | Junior Colloquium on Urban Studies: Contemporary Urban Problems |
| V 3550x | Community Building and Economic Development |

## Women's Studies

| | |
|---|---|
| V 1001x | Introduction to Women's and Gender Studies |
| BC 1003x | Introduction to Women's Health |
| V 3111xy | Feminist Texts I: Wollstonecraft to Beauvoir |
| V 3112xy | Feminist Texts II: Beauvoir to the Present |
| BC 3120x | Lesbian Texts |
| V 3121x | Black Women in America |
| BC 3122y | Gendered Controversies |
| BC 3130x | Discourses of Desire: Introduction to Gay and Lesbian Studies |
| V 3131y | Women and Science |
| BC 3136x | Asian-American Women |
| V 3311x | Colloquium in Feminist Theory |
| V 3312y | Theorizing Women's Activism |
| W 4300x Sec.1 | The Search for Self—20th-Century U.S. Jewish Writers, Part 1: 1900–1939 |

# ANCIENT STUDIES

216 Milbank Hall 854-2852
**www.barnard.edu/classics**

This program is supervised by the Committee on Ancient Studies:

**Professor of Classics:** Helene Foley[1] (Representative for Barnard)

**Professor of Classics** (Columbia): Gareth Williams (Representative for Columbia)

**Assistant Professor of Classics:** Katharina Volk (Representative for Columbia)

**Professor of History** (Columbia): William Harris

[1]Absent on leave Spring term 2005.

Ancient Studies is designed to allow the student to explore various aspects of the ancient Mediterranean and Mesopotamian cultures while concentrating on one of these major civilizations. By studying these cultures in several academic disciplines the student will acquire a general knowledge and a context for her area of specialization. At Barnard and in the University a very large number of courses pertaining to antiquity are offered each year, and the program prepares an annual list to aid students in making their selections. This list may be obtained from the Representative for Barnard or the Barnard Classics web site.

## Requirements for the Major

Each student, after consultation with the Representative for Barnard, chooses an adviser whose field is closely related to her own and with whom she will do her senior reading. The programs of all the students are reviewed by the Ancient Studies Committee, in order to maintain control and a sense of collective enterprise.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments (to ensure proper interdisciplinary training and experience); the elementary sequence of a relevant ancient language; the appropriate history course; and at least the first semester of *ANCS V 3998, V 3999*.

In some cases, a senior seminar in one of the departments or *ANCS V 3995* may be substituted for *ANCS V 3998, V 3999*. Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year.

**No minor is offered in Ancient Studies.**

## Courses of Instruction

*ANCS V 3997x,y*
**Directed Readings in Ancient Studies**
A program of readings in some aspect of Ancient Studies, supervised by an appropriate faculty member chosen from the departments offering Ancient Studies courses. Testing by a series of essays, one long paper, or oral or written examination(s). —Staff
*Permission of the departmental representative required.*
*3 points.*

***ANCS V 3995x***
**Senior Seminar in Ancient Studies**

The topic changes from year to year but is always broad enough to accommodate students from different disciplines. For all Ancient Studies majors but also open to advanced undergraduate students in Classics, History, Art History and Archaeology, and other related disciplines.
Topic for 2004–2005: Marginals in Ancient Society. The concept and role of the 'marginal' (among them beggars, traders, exiles) in a variety of ancient cultures, focusing on their characterization and place in the literature and political and religious practices of their respected societies. —D. Steiner
*3 points.* *M 4:10–6:00*

***ANCS V 3998x, y, 3999y***
**Directed Research in Ancient Studies**

A program of research in Ancient Studies. Research paper required. For 3999y, the topic must be submitted to the departmental representative and the appropriate adviser decided upon by November 15 of the semester preceding that in which the student will be enrolled in the course. For 3998x, the corresponding deadline will be April 1 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses. —Staff
*Permission of the departmental representative required.*
*3 points.*

**A list of other relevant courses of instruction in Classics, History, Art History, Architecture, Philosophy, Religion, and Ancient Languages offered in 2004–05 may be obtained from the Representative for Barnard or on the Classics and Ancient Studies web site.**

# ANTHROPOLOGY

411 Milbank Hall

854-5428, 9389
**www.barnard.edu/anthro**

**Professors:** Nan Rothschild (Ann Whitney Olin Professor), Judith Shapiro (President), Alison Wylie

**Associate Professors:** Lesley Sharp (Chair), Maxine Weisgrau (Term)

**Assistant Professors:** Nadia Abu El-Haj[3], Paul Kockelman, Brian Larkin, Paige West[3]

Other officers of the University offering courses listed below:

**Professors:** Lila Abu-Lughod[1], Partha Chatterjee[2], Myron Cohen, Terence D'Altroy[3], E. Valentine Daniel, Nicholas Dirks, Ralph Holloway, Robin Kelly, Mahmoud Mamdani[2], Don J. Melnick, Brinkley Messick, Rosalind Morris[3], Sherry Ortner[3], Elizabeth Povinelli, David Scott[3], Michael Taussig

**Associate Professors:** Elaine Combs-Schilling, Marina Cords, Steven Gregory, Marilyn Ivy, Lynn Meskell[3], John Pemberton,

**Assistant Professors:** Nicholas De Genova, Neni Panourgia, Sandhya Shukla

[1]Absent on leave Autumn term.
[2]Absent on leave Spring term.
[3]Absent on leave 2004–05.

Anthropology is the study of the biological and cultural development of the human species and of the variety of human societies and their cultures. The student majoring in this field will acquire an understanding of humans and their ways that is not bound by her own time and culture. In doing so, she will find herself drawing upon the literature of such diverse disciplines as genetics, archaeology, ethnography, linguistics, and the social sciences. Students with a degree in anthropology may undertake graduate and professional study in anthropology. They may also enter upon careers in other fields, such as development, education, government, journalism, labor organization, law, medicine, or social work administration, where the value of a training in anthropology is becoming increasingly recognized. The practical and applied dimensions of anthropology have increased significantly in recent years, and the profession attempts to serve many non-academic needs both in American society and in international organizations.

Several major museums and libraries in New York City offer exceptional opportunities for research. Various summer schools provide opportunities for research in archaeology and ethnography and, under certain circumstances, such work may be credited toward the Barnard degree. Students interested in cultural anthropology are encouraged, whenever possible, to conduct research in the New York area, or, during their summer vacations, in other localities.

All courses, except those limited to majors, satisfy the College's distribution requirements. Courses listed as W 4000 are open to majors, non-majors, and interested graduate students.

The department also cooperates with related programs such as American Studies, Foreign Area Studies, Africa and African Diaspora Studies, Urban Studies, and Women's Studies, and with other departments offering, as an option to their majors, a four-course cluster in Anthropology. Arrangements for combined, double, joint, and special majors are made in consultation with the chair.

## Requirements for the Major

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (cultural and physical anthropology, archaeology, and anthropological linguistics) and of their interrelationship. To this end, the student's program should be designed in consultation with her adviser as soon as possible after the declaration of the major. Continuing and frequent meetings with the adviser are encouraged.

Ten courses are required for the major, including:

ANTH V 1002 *The Interpretation of Culture*

and two of the following:

ANTH V 1007 *The Origins of Human Society*
ANTH V 1008 *The Rise of Civilization*
ANTH V 1009 *Introduction to Language and Culture*
ANTH V 1010 *The Human Species: Its Place in Nature*

plus:

ANTH V 3011 *Living in Society: Social Relations*
ANTH V 3041 *Theories of Culture: Past and Present*

and

BC 3871x–BC 3872y *Problems in Anthropological Research*

plus at least three other courses of the student's own choosing.

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology, or expect to enter other fields.

It is strongly recommended that students who plan to major in socio-cultural anthropology take BC 3868y (*Ethnographic Field Research in New York City*) **before their senior year**. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other subdisciplines may wish to take this or another "methods" course and should consult their advisers.

### Senior Essay

All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of the Senior Seminar or, under special circumstances and with department approval, in one or two semesters of BC 3999x, y *Individual Projects*.

### Double Majors

Students doing a double or joint major in Anthropology and another subject are required to register for a least one semester of BC 3871–BC 3872.

## Requirements for the Minor

The minor consists of five courses: ANTH V 1002; one of the following: V 1007, V 1008, V 1009, or V 1010; plus three other Anthropology courses selected in consultation with the chair.

Pre-law and premedical students who wish to minor in anthropology should seek the advice and approval of the department chair.

# Courses of Instruction

## General Courses

*ANTH V 1002x, y*
**The Interpretation of Culture**
The anthropological approach to the study of culture and human society. Using case studies from ethnography, the course explores the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies. —x: L. Sharp; y: B. Larkin.
*3 points.*

*ANTH V 1007x*
**The Origins of Human Society**
An archeological perspective on the earliest forms of human culture in the prehistoric past. Topics include: hominids sharing food; people living in a variety of environments whose economies range from foraging to early agriculture; and the origins of sedentism and social complexity. —Instructor TBA
*3 points.*

*ANTH V 1008y*
**The Rise of Civilization**
The rise of major civilizations in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, Mesoamerica, and Andean South America. —Instructor TBA
*3 points.*

*ANTH V 1009x*
**Introduction to Language and Culture**
An introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, the focus is on how communication informs and transforms the sociocultural environment. —P. Kockelman
*3 points.*

*ANTH V 1010x*
**The Human Species: Its Place in Nature**
Designed to acquaint students with a variety of scientific disciplines through the investigation of human evolution—specifically, Darwin's theory of evolution; Mendel's principles of inheritance; major patterns of organic evolution; primate behavior, ecology, and evolution; and the fossil remains and trends in human evolution. —Instructor TBA
*3 points.*

*ANTH V 1011y*
**Behavioral Biology of the Living Primates**
Study of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners. —M. Cords
*Prerequisite: V 1010.*
*3 points.*

*ANTH BC 1099x*
**Introduction to the Social Sciences at Barnard**
An introduction to social science departments and faculty at Barnard. Faculty informally discuss their departments, disciplines, research methodologies, and interdisciplinary projects. Barnard graduates (social science majors) share their academic and career histories, discussing how undergraduate concentrations helped prepare them for their professional and personal lives.
—M. Weisgrau, J. Celwyn, M. Silverman and social science faculty.
*1 point. Limited to 20.*

## Topical Courses

*ANTH V 2004x*
**Introduction to Social and Cultural Theory**
Introduces students to theoretical works and ideas that have formed modern field of anthropology. These include classic 19th century social theories (e.g., those of Durkheim, Weber, Marx), 20th century interpretive approaches (for example, structuralism), and contemporary modes of sociocultural analysis. Discussion Section Required.—M. Ivy
*3 points.*

*ANTH V 2005y*
**Ethnographic Imagination**
An introduction to the theory and practice of "ethnography"—the intensive study of peoples' lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people—at home or abroad, in one place or transnationally, in the past or the present—can be accomplished. —G. Peebles
*4 points.*

*ANTH V 3004x*
**Introduction to Environmental Anthropology**
Introduces the main theoretical approaches of environmental anthropology beginning with cultural ecology and covering eco-systematic models, environmental history, political ecology, and new approaches deriving from contemporary anthropological theory. Ethnographic material from Melanesia, Latin America, Africa, Asia, and the Middle East illustrates the theoretical material introduced. —Instructor TBA
*3 points. Not offered in 2004–05.*

*ANTH V 3005y*
**Societies and Cultures of Africa**
*3 points. Not offered in 2004–05.*

*ANTH V 3009y*
**Peoples and Cultures of North Africa and the Middle East**
*3 points. Not offered in 2004–05.*

*ANTH V 3011x*
**Living in Society: Social Relations**
Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and non-literate societies will be discussed in the context of anthropological fieldwork methods. —M. Weisgrau
*Prerequisite: An introductory anthropology course.*
*3 points.*

**ANTH/HIST V 3013y**
**Gandhi's India**
This course is designed for undergraduates with little or no background in South Asian history or Indian studies. "Ghandhi's India" will focus on the history of modern India, using the life and times of Mohandas Gandhi as the basis not only for an engagement with an extraordinary historical figure but also for a consideration of a great variety of historical issues. — N. Dirks. HTBA.
*3 points.*

*ANTH V 3014x*
**Societies and Cultures of East Asia**
*3 points. Not offered in 2004–05.*

*ANTH V 3015y*
**Chinese Society and Culture**
*3 points. Not offered in 2004–05.*

*ANTH V 3024y*
**Africa and Modernity: A Changing Continent**
*3 points. Not offered in 2004–05.*

*ANTH V 3035*
**Religion in Chinese Society**
*3 points. Not offered in 2004–05.*

*ANTH V 3036x*
**Peasant Societies**
*3 points. Not offered in 2004–05.*

*ANTH V 3038x*
**Ethnicity and Race**
*3 points. Not offered in 2004–05.*

*Anthropology–Women's Studies ANW V 3039x*
**Women in Third World Development**
*3 points. Not offered in 2004–05.*

*ANTH V 3041y*
**Theories of Culture: Past and Present**
Intellectual currents contributing to the development of anthropology as a discipline. Theoretical writings of the anthropological ancestors as well as those of current practitioners considered.
—N. Abu El-Haj
*4 points.*

*ANTH V 3044x*
**Symbolic Anthropology**
An exploration of the manner in which various anthropologists have constructed "culture" as being constituted of a set of conventional signs called "symbols" and the consequences of such a construal. Among the authors read are the anthropologists Valentine Daniel, Mary Douglas, Clifford Geertz, Claude Levi-Strauss, Sherry Ortner, David Schneider, Margaret Trawick, and Victor Turner; the social theorists Emile Durkheim, Karl Marx and Max Weber; the semioticians Ferdinand de Saussure and Charles Peirce; and the psychoanalysts Sigmund Freud and Jacques Lacan.
—V. Daniel
*3 points.*

ANTH V 3055x
**Strategy of Archaeology**
*3 points. Not offered in 2004–05.*

*ANTH V 3116x*
**Gender and Social Changes in Latin America**
*3 points. Not offered in 2004–05.*

*ANTH V 3117y*
**Latin America: Peoples, Cultures, Issues**
*4 points. Not offered in 2004–05.*

*ANTH BC 3142x, y*
**Colloquium: Current Anthropological Theory**
*4 points. Not offered in 2004–05.*

*ANTH V 3160y*
**The Body and Society**
An introduction to medical anthropology, whose purpose is to explore health, affliction, and healing cross-culturally. Theory and methods from other fields will be drawn on to address critiques of biomedical, epidemiological, and other models of disease; the roles of healers in different societies; and different conceptions of of the body and health. —L. Sharp
*3 points.*

**ANTH W 3201y**
**Introductory Survey of Biological Anthropology**
*Prerequisite: V 3201 or permission of the instructor.*
*4 points. Not offered in 2004–05.*

*ANTH W 3204y*
**Dynamics of Human Evolution**
*Prerequisite: V 3201 or permission of the instructor.*
*4 points. Not offered in 2004–05.*

*ANTH V 3320y*
**Culture, Tourism, and Development**
*3 points. Not offered in 2004–05.*

*ANTH V 3525x*
**Introduction to Asian History and Culture**
Looks at four major aspects of contemporary South Asian societies: nationalism, religious reform, gender, and caste. The object is to provide a critical survey of the history as well as the continuing debates over these crucial themes of society, politics, and culture in South Asia. Readings include primary texts that were part of the original debates as well as secondary sources that represent the current scholarly assessment on these subjects. —R. Sadana
*3 points.*

*ANTH V 3700x*
**Colloquium: Anthropological Research Problems in Complex Societies**
*4 points. Not offered in 2004–05.*

*ANTH V3820x*
**Theory and Method in Archaeology**
*4 points. —C. Smith*

*ANTH V 3824y*
**Fantasy, Film, and Fiction in Archaeology**
*4 points. – C. Smith*

*ANTH BC 3868y*
**Ethnographic Field Research in New York City**
A seminar-workshop on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings. —P. Kockelman
*Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor.*
*4 points.*

*ANTH V 3903y*
**The Study of Cities: An Ethno-Archaeological Perspective**
*3 points. Not offered in 2004–05.*

*ANTH V 3904x*
**Native Americans and Europeans**
Examines European-indigenous interactions in varied North American settings, from the 15th – 19th centuries, through archaeological, ethnographic, and historic materials. Focuses on power relationships expressed in a material nexus and through landscape reorganization. — N. Rothschild
*3 points*

*ANTH 3908y*
**Global economy in anthropological perspective**
—S. Gregory
*4 points.*

*ANTH V 3910x*
**Colloquium: Transformation of Traditional Societies: China and France**
*4 points. Not offered in 2004–05.*

*ANTH V 3913x*
**Reading Ethnography: Mainland Southeast Asia**
*Intended to satisfy the requirements for the major.*
*4 points. Not offered in 2004–05.*

*ANTH V 3918x*
**Asian-American Communities**
*4 points. Not offered in 2004–05.*

*ANTH V 3920x*
**Economy and Society in Prehistory**
*Introduction to archaeology or permission of the instructor required. Enrollment limited to 15 students.*
*4 points. Not offered in 2004–05.*

*ANTH V 3922x*
**Colloquium: The Emergence of State Society**
*4 points. Not offered in 2004–05.*

*ANTH V 3930x*
**Archaeological Perspective on Cultural Evolution**
*4 points. Not offered in 2004–05.*

*ANTH V 3931y*
**Social Life in Ancient Egypt**
*4 points. Not offered in 2004–05.*

*ANTH V 3933x*
**Arabia Imagined**
—B. Messick
*Enrollment limited.*
*4 points. Not offered in 2004–05.*

*ANTH V 3936x*
**Madness and Civilization: Cross-cultural Perspectives**
*Prerequisite: One course in ANTH. Limited to 20 students.*
*4 points. Not offered in 2004–05.*

*ANTH V 3937y*
**Mass-Mediated Cultures**
*4 points. Not offered in 2004–05.*

*ANTH V 3938x*
**Colloquium: Culture and Performance**
*4 points. Not offered in 2004–05.*

*ANTH V 3939y*
**Millennial Futures: Mass Culture and Japan**
Addresses mass culture and its relationship with Japan at the end of the century, as it anticipates the continuation of millennial anxieties and fantasies into the 21st century. With one of the most developed, mass-mediated formations in the world, Japan becomes a compelling instance of late modernity, non-western, yet not. With ethnographic sensibilities, approaches such thematic domains s everyday orderliness, criminality and terror, gender and sexuality, and money and consumption through the media of print, video, film, sound recordings, and photography. Theoretical works in mass cultural criticism and Japan-specific readings are paired with weekly seminar discussions. —M. Ivy
*4 points.*

*ANTH V 3940x*
**Current Controversies in Primate Behavior and Ecology**
*4 points. Not offered in 2004–05.*

*ANTH V 3942x*
**Anthropological Study of Ritual**
*4 points. Not offered in 2004–05.*

*ANTH V 3943y*
**Youth and Identity Politics in Africa**
*Prerequisite: Permission of instructor required.*
*4 points. Not offered in 2004–05.*

*ANTH V 3946y*
**African Popular Culture**
—B.Larkin
*Prerequisite: Permission of instructor is required. Limited to 15 students.*
*4 points. Not offered in 2004–05.*

*ANTH V 3947x*
**Text, Magic, and Performance**
An examination of text and performance, as informed by magic and related articulations of power. Topics explored include: prophetic writing, historical inscription; divine kingship, cosmology, divination; colonial fiction, nationalist figuration; spirit possession, ritual sacrifice; mask performance, music, shadow theatre. Draws principally on Southeast Asian sources. Key concerns are subjectivity and repetition. —J. Pemberton
*Permission of the instructor is required. Limited to 20 students.*
*4 points.*

*ANTH V 3949y*
**Sorcery and Magic**
*Limited enrollment of 20.*
*4 points. Not offered in 2004–05.*

*ANTH V 3950x*
**Anthropology of Consumption**
—P. West
*4 points. Not offered in 2004–05.*

***ANTH V 3951x***
**Pirates, Boys, and Capitalism**
—M. Taussig.
*Enrollment limited.*
*4 points.* *Not offered in 2004–05.*

***ANTH V 3952y***
**Taboo and Transgression**
The transgression of taboos is the basis of crime, sex, and religion in any society. As "the labor of the negative", transgression is also a critical element in thought itself. Working through anthropology of sacrifice and obscenity, as well as relevant work by Bataille, Foucault, and Freud, this course aims at understanding why taboos exist and why they must be broken. Enrollment limited to 20. Instructor's permission required. — M. Taussig.
*4 points.*

***ANTH V 3953y***
**Authorship and the Subject of Modernity**
—R. Morris
*Prerequisites: Permission of the instructor and at least one course in the ethnography of East or Southeast Asia, and/or one course in translation theory. Limited enrollment 12.*
*4 points.* *Not offered in 2004–05.*

***ANTH V 3954x***
**Bodies and Machines: Anthropologies of Technology**
*Enrollment limited to 20.*
*4 points.* *Not offered in 2004–05.*

***ANTH V 3958y***
**Crossing Borders: An Anthropology of Transnational Migration**
*Prerequisite: Majors/concentrators or permission of the instructor.*
*4 points.* *Not offered in 2004–05.*

***ANTH V 3960y***
**The Culture of Public Art and Display in NYC**
A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays. —A. Alland
*4 points.*

***ANTH V 3961y***
**Subsequent Performances**
Explores the dynamic interaction between operatic compositions (especially Mozart's Don Giovanni and The Marriage of Figaro) and their subsequent performances, with particular emphasis on the cultural, political, and economic contexts that shape both the original composition and the following reproductions. Critical apparatus includes Abbate and Butler. —E. Combs-Schilling
*Maximum 15 students; priority given to upper class anthropology and music majors; instructor's permission required. Students must attend operas outside of class time.*
*4 points.*

***ANTH 3962y***
**History and Memory**
—N. Abu El-Haj
*3 points* *Not offered in 2004–05.*

*ANTH V 3966y.*
**Culture, Mental Health and Clinical Practice**
This course considers mental disturbance and its relief by examining historical, anthropological, psychoanalytic and psychiatric notions of self, suffering, and cure. After exploring the ways in which conceptions of mental suffering and abnormality are produced, we look at specific kinds of psychic disturbances and at various methods for their alleviation. Course is limited to 20.
—K. Seeley
*Prerequisite: Junior standing or completion of introductory course(s) in Psychology and/or Anthropology.*
*4 points*

*ANTH V 3965y*
**Colloquium: 20th-Century Cultural Theory**
*4 points. Not offered in 2004–05.*

*ANTH V 3967y*
**U.S. Cultural Formations of the 20th Century**
*4 points. Not offered in 2004–05.*

*ANTH V 3968x*
**Anthropological Controversies in the Public Eye**
*Prerequisite: Any 1000 level anthropology course. Limited to 20.*
*4 points. Not offered in 2004–05.*

*ANTH V 3969x*
**Specters of Culture**
Pursues the spectral effects of culture in the modern. Through a consideration of anthropologically significant, primarily non-western sites and various domains of social creation—performance, ritual practice, narrative production, technological invention—traces the ghostly remainders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks.
—J. Pemberton
*4 points.*

*ANTH V 3970x*
**Biological Basis of Human Variation**
An examination of the biological data for modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically. —R. Holloway
*Prerequisites: ANTH V 1010 and instructor's permission.*
*4 points.*

*ANTH V 3971x*
**Environment and Cultural Behavior**
—P. West
*Enrollment limited to 20.*
*4 points. Not offered in 2004–05.*

*ANTH V 3972y*
**Conception Cross Culturally**
*4 points. Not offered in 2004–05.*

*ANTH V 3974y*
**Lost Worlds, Secret Spaces: Modernity and the Child**
— M. Ivy
*4 points. Not offered in 2004–05.*

*ANTH V 3976*
**Anthropology of Science**
—N. Abu El-Haj
*3 points. Not offered in 2004–05.*

***ANTH V3977***
**Trauma**

This course examines trauma as an individual, collective, and international political phenomena. Topics include the history and physiology of trauma; trauma and psychoanalysis; trauma and politics; and trauma after 9-11. —K. Seeley
*Enrollment is limited to 20.*
*3 points.*

***ANTH V 3978y***
**Opera's Dialogic Stage**

Draws on the perspectives of Bakhtin and other theorists to analyze the logic of five opera performances the class will attend this semester. Productions scrutinized in terms of the forms of communication utilized; the class, status, and gender perspective mobilized; and the specified mechanisms used to engage or distance the audience from them. Performance rather than musicological angle emphasized. —E. Combs-Schilling
*Permission of the instructor required. Limited to 15 students.*
*4 points.*

***ANTH V3979x.***
**Fluent bodies.**

The recent proliferation of writings on the social significations of the human body have brought to the fore the epistemological, disciplinary, and ideological structures that have participated in creating a dimension of the human body that goes beyond its physical consideration. The course, within the context of anthropology, has two considerations, a historical one and a contemporary one. If anthropology can be construed as the study of human society and culture, then, following Marcel Mauss, this study must be considered the actual, physical bodies that constitute the social and the cultural. —N. Panourgia.
*4 points*

***ANTH V 3980x***
**Nationalism**

Covers the basic readings in the contemporary debate over nationalism and different disciplinary approaches and looks at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings offer a mix of both theoretical and empirical studies, including the following: Eric Hobsbawn: Nationalism since 1700; Ernest Gillner: Nations and Nationalism; Benedict Anderson: Imagined Communities; Antony Smith: The Ethic Origins of Nations; Linda Coley: Britons; Peter Sahlins: Boundaries; and Partha Chatterjee: The Nation and Its Fragments. —P. Chatterjee
*4 points*

***ANTH V 3983y***
**Ideas and Societies in the Caribbean**

—D. Scott
*4 points.* *Not offered in 2004–05.*

***ANTH V 3986y***
**Racialization and the Politics of Culture**

—N. De Genova
*Enrollment limited.*
*4 points.* *Not offered in 2004–05.*

***ANTH V 3988x***
**Race and Sexuality in Scientific and Social Practice**

—N. Abu El-Haj
*4 points.* *Not offered in 2004–05.*

*ANTH V3989x.*
**Urban Anthropology**
—S. Gregory
*Enrollment limited to 18.*
*4 pts.*

*ANTH V 3990y*
**Gift and Fetish**
—M. Taussig
*4 points. Not offered in 2004–05.*

*ANTH V 3992y*
**Government and Humanity**
—I. Feldman and M. Ticktin
*Enrollment limited to 20.*
*4 points. Not offered in 2004–05.*

*ANTH 3993y*
**World Archaeology in Global Perspective**
—L. Meskell
*3 points. Not offered in 2004–05.*

*ANTH W 2002y*
**Environmental and Evolutionary Biology II Organisms to Communities**
—M. Cords, D. Melnick
*3 points. Not offered in 2004–05.*

*ANTH W 4001x*
**The Ancient Empires**
—T. D'Altroy, M. Van DeMieroop
*Prerequisite: ANTH V 1002 or permission of instructor.*
*3 points. Not offered in 2004–05.*

*ANEB W 4002y*
**Controversial Topics in Human Evolution**
—R. Holloway
*Prerequisite: Permission of instructor and introductory biological/physical anthropology course.*
*3 points. Not offered in 2004–05.*

*ANTH W 4009y*
**Class and Culture in the United States**
—S. Ortner
*Enrollment limited. Prerequisite: Junior standing; preference to seniors and graduate students, and to anthropology majors and anthropology graduate students if necessary.*
*3 points. Not offered in 2004–05.*

*ANTH W 4011x*
**Critical Social Theory**
—S. Ortner
*Junior standing. Limited enrollment to 30 students.*
*3 points. Not offered in 2004–05.*

*ANTH W 4013y*
**Thailand: History, Modernity, Nation**
—R. Morris
*3 points. Not offered in 2004–05.*

*ANTH W 4022y*
**Political Ecology**
—P. West
*3 points.* *Not offered in 2004–05.*

*ANTH W 4042*
**Agent, Person, Subject, Self**
This course treats the interrelated notions of agent, person, subject, and self from a semiotic and social perspective. —P. Kockelman
*3 points.*

*ANTH W 4114x*
**The Anthropology of Religious Beliefs and Practices**
*3 points.* *Not offered in 2004–05.*

*ANTH W 4120x*
**Anticolonialism**
—D. Scott
*3 points.* *Not offered in 2004–05.*

*ANTH V 4187x*
**Ethnography of Rural South Asia**
—V. Daniel
*3 points* *Not offered in 2004–05.*

*ANEB W 4200x*
**Fossil Evidence of Human Evolution**
Intended for advanced undergraduates and beginning graduate students who are interested in paleoanthropology. Enrollment limited to 20. Prerequisites: ANEB V1010 or the equivalent, and the instructor's permission. —R. Holloway
*3 points.* *Not offered in 2004–05.*

*ANTH W4225y*
**Black Movements in the United States**
Black movements in the US examines historical and contemporary struggles of freedom, justice and equality. Lectures and readings explore how black communities struggled for power, dealt with internal tensions, and profoundly shaped American politics and culture. Topics include labor, civil rights, radical feminism, socialism, reparations, black nationalism and hip hop culture. —R. Kelly
*3 points.*

*ANTH W 4230y*
**Food and Society**
Sociocultural and symbolic aspects of foodways. Topics include: what, when, and with whom people eat; how and from whom food is acquired, prepared, and served; and what messages these activities convey. Particular attention will be paid to relations of gender, class, and ethnicity.
—N. Rothschild
*3 points.*

*ANTH W 4344y*
**Inka Empire**
—T. d'Altroy
*3 points.* *Not offered in 2004–05.*

*ANTH W 4346y*
**Laboratory Techniques in Archaeology**
—T. D'Altroy
*3 points.* *Not offered in 2004–05.*

*ANTH W 4356x*
**Egyptian Archaeology**
—L. Meskell
*Preference: Graduate and upper level undergraduate students.*
*3 points. Not offered in 2004–05.*

*ANTH W 4444x*
**Culture of Terror: Anthropological Perspective on Political Violence**
*3 points. Not offered in 2004–05.*

*ANTH W 4602x*
**Culture and Psychology**
—K. Seeley
*3 points. Not offered in 2004–05.*

*ANTH W 4625x*
**Anthropology and Film**
—B. Larkin
*3 points. Not offered in 2004–05.*

*ANTH W 4638y*
**Anthropology of Media**
—B. Larkin
*Priority given to senior and junior Anthropology majors.*
*3 points. Not offered in 2004–05.*

*ANTH W 4650*
**Political Identity, Civil Wars and State Reform in Africa**
—M. Mamdani
*3 points. Not offered in 2004–05.*

*ASST V 3915y*
**Asians in America**
*Priority given to senior and junior Anthropology and Asian Studies majors.*
*4 points. Not offered in 2004–05.*

## Courses for Majors

*ANTH BC 3871x–3872y*
**Senior Seminar: Problems in Anthropological Research**
Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. —Staff
*4 points.*

*ANTH BC 3999x, y*
**Individual Projects**
Research projects are planned in consultation with members of the department and work is supervised by the major's adviser. —Staff
*Permission of the department required.*
*4 points.*

## Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences.*

# ARCHITECTURE

310 Barnard Hall 854-8430
**www.columbia.edu/cu/archprogram**

**Associate Professor of Practice:** Karen Fairbanks (Chair)

**Adjunct Assistant Professors:** Maria Gray, Tom Hickey, Alicia Imperiale, Celia Imrey, Jason King, Yumi Kori, Tina Manis, Joeb Moore, Gernot Reither, Todd Rouhe, Madeline Schwartzman, David Smiley, Suzanne Stephens, Monica Tiulescu, Michael Webb, Kim Yao

Architecture majors experience and investigate the central aspects of the field. The major provides an inclusive program offering opportunities to explore historical and contemporary relationships among physical, social, and cultural forms and environmental contexts.

There are two tracks to the architecture major: the first, while incorporating lectures, seminars, and scholarly research, is more strongly studio based and is recommended for the student who thinks she will continue to do graduate work in architecture or design; the second, while incorporating studio components, is geared toward the history and theory of architecture and is more strongly allied with the Art History department.

Students considering an Architecture major or minor should consult with the adviser before sophomore registration to develop the most appropriate sequence of studio and lecture courses. Those interested in graduate study in architecture should consult with the adviser in their junior year concerning their programs.

## Requirements for the Studio Major

The studio major in Architecture is required to complete 14 courses:
Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors)

| | |
|---|---|
| ARCH V 3101 | *Architectural Representation: Abstraction* |
| ARCH V 3103 | *Architectural Representation: Perception* |
| ARCH V 3201, V 3202 | *Architectural Design I and II* |

Required history/theory courses:*

Five elective courses following the distribution requirement below:
ARCH V 3117 Perceptions of Architecture
1— course with a topic that is pre-1750
1— course with a topic that is post-1750
2— electives (it is suggested that one of these be on a non-western topic)

Senior courses:*

1— ARCH V 3901 Senior Seminar
1— either a second Senior Seminar (from our program), a seminar from a related department (and related to student's disciplinary specialization/cluster), Architectural Design III, an Urban Design Studio (spring semester of The Built Environment), or Independent Research.

Cluster of related courses:

Three courses which together focus student interest in a related department or departments. (May not overlap with history/theory courses or senior courses.)

**Senior Requirements:**
Portfolio and Research Paper from Senior Seminar or Independent Research project.

*These are courses offered by the architecture major or other applicable courses offered within the University. Students should consult the program office for a list of applicable courses each semester.

## Requirements for the History and Theory of Architecture Major

The History and Theory of Architecture major is required to complete 15 courses, plus a senior thesis.

Two studio courses, to be taken one per semester:

| | | |
|---|---|---|
| ARCH V | 3103 | *Architectural Representation: Perception* |
| ARCH V | 3101 | *Architectural Representation: Abstraction* |

Seven lecture courses:

Three architecture lectures. One of these must be ARC V 3117 *Perceptions of Architecture.*

Four Art History lectures above and beyond the prior three. Two of these must be AHIS BC 1001, 1002 *Introduction to History of Art.*

Three seminars to be taken in the junior or senior year. Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History.

Three cluster courses in an area of study related to Architecture (see description under Studio Major).

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

Students who wish to continue in graduate studies in Architecture for a professional degree are also advised to take:

| | | |
|---|---|---|
| ARCH V | 3211 | *Architectural Design III* |
| PHYS V | 1003 | *General Physics* |
| MATH V | 1100 | *Brief Calculus* |

**Note:** All undergraduate architecture courses require departmental approval.

## Requirements for the Minor

The minor in Architecture consists of five courses, including V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

## Courses of Instruction

***ARCH V 3117y***
**Perceptions of Architecture**
Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. —M. Gray, T. Rouhe, T. Hickey
*Designed for but not limited to sophomores. Preregistration at department required.*
*3 points.*

***ARCH V 3312x***
**Special Topics in Architecture**
An examination of special topics in architecture and related disciplines. May be repeated for credit, provided the topic changes. —Instructor TBA
*Preregistration at department required.*
*3 points.*

***ARCH V 3443y***
**Principles of Japanese Architecture**
Introduction to principles of traditional Japanese architecture and its relationship to other aspects of Japanese culture and society. Explores connections between traditional and modern Japanese society. —Y. Kori
*Enrollment limited to 15. Preregistration at department required.*
*4 points.*

***ARCH V 3901x, y***
**Senior Seminar**
Readings, individual class presentations, and written reports. —A. Imperiale, J. Moore, S. Stephens
*Priority to architecture majors. Limited to 15. Preregistration at department required.*
*4 points.*

***ARCH V 3920y***
**Critical Analysis of Architectural Representation**
Readings and discussions on representation and representational systems in modern architecture, in conjunction with production of Barnard/Columbia architecture students' publication ONSITE. —T. Hickey
*Prerequisite: V 3101 or V 3103. Limited to 15 students. Preregistration at department required.*
*3 points.*

***ARCH V 3997x, 3998y***
**Independent Study**
Prerequisite: permission of program director in the semester prior to that of independent study. —K. Fairbanks and staff
*2–4 points.*

## Studio Courses

***ARCH V 1020y***
**Introduction to Architectural Design and Visual Culture**
Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students own design work. —G. Reither
*Intended for the non-major, sophomore year and above. Limited to 20 students. Preregistration at department required.*
*3 points.*

***ARCH V 3101x, y***
**Architectural Representation: Abstraction**
Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representation through architectural drawing and model-making. —M. Schwartzman, T. Rouhe, K. Yao
*Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section. Preregistration at department required.*
*4 points.*

*ARCH V 3103x, y*
**Architectural Representation: Perception**

Introduction to design through studies in perception and visualization. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. —M. Gray, M. Schwartzman, M. Tiulescu.

*Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section. Preregistration at department required.*
*4 points.*

*ARCH V 3201x*
**Architectural Design I**

Workshop introduction to architectural design: fundamental explorations of space and form through design exercises requiring drawings and models. Studio work, lectures, discussions, and written analysis. —K. Fairbanks, A. Imperiale, J. King, M. Webb.

*Prerequisites: V 3101 and V 3103. Limited to majors. Preregistration at department required.*
*4.5 points.*

*ARCH V 3202y*
**Architectural Design II**

Workshop continuation of Course V 3201. Field trips and lectures organized in relationship to the studio exercises. —K. Fairbanks, C. Imrey, T. Manis, J. Moore

*Prerequisite: V 3201. Limited to majors. Preregistration at department required.*
*4.5 points.*

*ARCH V 3211x*
**Architectural Design III**

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. —TBA

*Prerequisites: V 3202 and permission of the program director. Enrollment limited as space permits.*
*4.5 points.*

# ART HISTORY

301 Barnard Hall 854-2118
**www.barnard.edu/arthist**

**Professors:** Benjamin Buchloh[1], Rosalyn Deutsche (Visiting), Anne Higonnet[3], Natalie B. Kampen[2] (Women's Studies), Keith Moxey (Chair)

**Assistant Professors:** Elizabeth W. Hutchinson[3], Kishwar Rizvi

**Adjunct Professor:** Maryan Ainsworth

**Senior Lecturer:** Joan Snitzer (Director of Visual Arts)

**Lecturer:** John Miller

Other officers of the University offering courses listed below:

**Professors:** Zainab Bahrani, Hilary Ballon, James Beck, Barry Bergdoll[2], Richard Brilliant[3], Joseph Connors[3], Jonathan Crary, David Freedberg, Cordula Grewe[3], Robert Harrist, Holgar A. Klein[3], Christina Kiaer, Rosalind Krauss, Clemente Marconi, Melissa McCormick, Stephen Murray[3], Esther Pasztory[1], David Rosand[1], Simon Schama, Joanna Smith[1].

[1]Absent on leave Fall 2004

[2]Absent on leave Spring 2005

[3]Absent on leave Fall 2004 and Spring 2005

Art History, which is devoted to the study of the visual arts, is one of the broadest of the humanistic disciplines. It is concerned not only with the nature of works of art—their form, style, and content—but also with the social, political, and cultural circumstances that shape them. The introductory-level courses aim at developing in students a lifelong understanding and appreciation of works of art. The rest of the curriculum is geared to preparing majors either for graduate study leading to careers in university teaching and museums, or for positions in the art world, galleries, publication, criticism, the visual media, art consultation, conservation, and the like. These courses also provide opportunities for correlated learning to students in other fields. The department, fortunate to be located in New York City, one of the world's great art centers, takes full advantage of the rich resources of the city's museums and galleries in its course of study.

## Requirements for the Major

The department offers both a major in the History of Art and a major in Art History with a concentration in the Visual Arts. In each case the student chooses a faculty adviser who assists her in planning a program incorporating personal interests while meeting departmental requirements.

**A minimum of 12 Art History courses is required for the major, including:**

**AHIS BC1001 and 1002 Introduction to Art History.** This two-course sequence is required.

**AHIS BC3970 Methods and Theories of Art History.** To be taken during the junior or senior year.

**AHIS BC 3959 and 3960 Senior Research Seminar.** In this two-semester sequence, students will write their senior thesis (approx. 30–50 pages). Students will develop, research, and write their thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened approximately 12 times during the academic year and in which all students will present

their work. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the senior research seminar sequence in the second semester of the junior year.

Seven elective courses, with the following requirements.

Two of these courses must be seminars. None of the seminars listed above may count toward this requirement.

At least one Western and one Nonwestern art history course. BC1001 and 1002 may not count toward this requirement.

Four of these must cover a broad range of disciplinary areas. Students concentrating on Western art must have at least one course each in four of the following five periods: Ancient, Medieval, Renaissance, Baroque, Modern. Students concentrating on non-Western art must work out a similarly comprehensive course of study in consultation with their advisers. Lecture classes or seminars can be used to fulfill this requirement. BC1001 and 1002 or any other broad survey cannot be used to fulfill this requirement.

Courses in film are accepted toward the major requirements; studio courses are not.

Recommended: One or two studio courses should be taken by Art History students.

Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which the major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student's taking one of these languages while at Barnard.

**Requirements for the major in Art History with concentration in the Visual Arts:**
A minimum of 12 courses is required for the major in Art History with concentration in the Visual Arts:

Six Art History courses, including:
- BC 1001 and 1002 *Introduction to the History of Art*
- One course in 19th- or 20th-century art
- One seminar in art history

Five studio courses including ARH BC 3530 *Advanced Studio*
**and** ARH BC 3031 *Imagery and Form in the Arts*

**Art History Senior Thesis Option for Visual Arts Concentrators:**
Art History Majors concentrating in Visual Arts may elect to substitute the Senior Thesis for the Senior Project. To do this they must:

Notify their adviser of their intention to do so by the end of their junior year
Take both *Methods and Theories of Art History* (BC 3970) and the *Senior Research Seminar* (BC 3959 and 3960)

**Requirements for the major in the History and Theory of Architecture:**
See Architecture Program offerings.

## Requirements for the Minor

The minor in Art History consists of five lecture courses, including BC 1001, BC 1002, and three courses in the following areas, of which **one** must be non-European:
*European and American*: Ancient, Medieval, Renaissance, Baroque, and Modern
*Non-European*: Chinese, Japanese, Indian, African, Mesoamerican, and Native American

# Courses of Instruction

***AHIS BC 1001x, 1002y***
**Introduction to the History of Art**

An introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. Artworks from different periods' cultures will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Autumn term: Ancient, Medieval, and early Renaissance. Spring term: Renaissance, Baroque, Modern, and Contemporary. —K. Moxey, K. Rizvi, others TBA
*4 points.*

***ACLG W 3002x***
**Introduction to Archaeology**

Inclusive of global information, explores past and present knowledge that exists because of the field of archaeology. Individual site-based and cultural studies combine with rediscoveries of systems of communication, such as languages and belief systems, to make for a broad-based introduction to archaeological discourse. —J. Smith
*3 points.*

***AHIS V 3080x***
**Pre-Columbian Art and Architecture**

Survey of the pre-Hispanic art of Mesoamerica, Central America, and the Andean region from the earliest of times to the Spanish conquest.—E. Pasztory
*3 points. Not offered in 2004–05.*

***AHIS V 3201y***
**Arts of China**

An introduction to the arts of China—ceramics, bronzes, painting, and sculpture—from the earliest farming cultures (ca. 5000 B.C.E.) to the end of the traditional period (ca. 1750 C.E.). —R. Harrist
*3 points.*

***AHIS V 3203y***
**Arts of Japan**

A survey of Japanese art from the Neolithic through the Edo period, with emphasis on Buddhist art, scroll painting, decorative screens, and wood-block prints. —M. McCormick
*3 points.*

***AHIS W 3208y***
**Art of Africa**

A survey of the visual and performing arts of Africa from prehistoric times to the present. Special emphasis on rock art, painting, sculpture, architecture, pottery, masking, and body adornment, as well as the various ways in which their forms, styles, functions, and meanings have been shaped by environmental, cultural, and historical forces. —M. McCormick.
*3 points. Not offered in 2004–05.*

***AHIS W 3230***
**Medieval Architecture**

A course developed collaboratively and taught digitally that spans one thousand years of architecture. —S. Murray
*3 points*

***AHIS V 3340y***
**Masterpieces of the Art of China, Korea, and Japan**

The decorative arts of ceramics, lacquers, and jades; Buddhist art, architecture, sculpture; and later painting. Museum laboratory sessions. —S. Huang
*3 points.*

*AHUM V 3342x*
**Masterpieces of Indian Art and Architecture**
Introduces students to 2,000 years of art on the Indian subcontinent. Consists of discrete segments on the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the emergence and development of the Hindu temple, the painted miniatures of the Mughals and Rajputs, and the art of British India. —V. Dehejia
*3 points.*

*AHIS V 3248x*
**Greek Art and Architecture**
Examination of the principal monuments and themes of Greek art in sculpture, painting, architecture, and city planning from the Mycenaeans to the Roman conquest. —C. Marconi
*3 points.*

*AHIS V 3250y*
**Roman Art and Architecture**
Architecture, sculpture, and painting of ancient Rome from the second century B.C. to the end of the Roman Empire in the West. —TBA
*3 points.*

*AHIS BC 3345*
**Islamic Architecture: The Mongol Legacy: (1250-1650)**
Examines the profound changes in Islamic society as a result of the destruction of Baghdad in 1258 by the armies of the Golden Horde, including the influence felt from Egypt to India, from Samarqand to Istanbul, and the art and architecture commissioned by the Turkman rulers, as well as the new cities they founded. —K Rizvi
*3 points*

*AHIS BC 3351x*
**Early Christian and Early Medieval Art**
The origins of Christian art before Constantine and the subsequent development of architecture, sculpture, and painting under the patronage of church and state in Western Europe from the 4th through the 11th centuries. —H. Klein
*3 points. Not offered in 2004–05.*

*AHIS V 3400x*
**Italian Renaissance Painting**
The origins and development of Renaissance painting: humanism and religion, perspective and art theory, the revival of the classical form and content. Emphasis on major centers, especially Florence and Venice and the courts, and on the major masters: Mascaccio, Fra Angelico, Piero della Francesca, Giovanni Bellini, Leonardo da Vinci. —J. Beck
*3 points.*

*AHIS V 3475x*
**Art and Culture of the Northern Renaissance**
A consideration of the "reality effect" in the art of Campin, van Eyck, van der Weyden, and van der Goes; an analysis of pictorial meaning in terms of class and gender. —K.Moxey
*Prerequisite: AHIS BC 1001, 1002 or equivalent or permission of instructor.*
*3 points. Not offered in 2004–05.*

*AHIS W 3833y*
**Architecture: 1750–1890**
—B. Bergdoll
*3 points. Not offered in 2004–05.*

***AHIS W 4626y***
**Tourism and the North American Landscape**
Examines the relationship between 19th-century landscapes (paintings, photographs and illustrations) and tourism in North America. The semiotics of tourism, the tourist industry as patron/tourist as audience, and the visual implications of new forms of travel explored via the work of Cole, Moran, Jackson, and others. —E. Hutchinson
*Prerequisite: Permission of instructor. Limited to 25.*
*3 points. Not offered in 2004–05.*

***AHIS W 4480y***
**Art in the Age of the Reformation**
The ways in which the culture and social functions of artistic production in Germany and the Netherlands were transformed as a consequence of the dissemination of the ideologies of humanism and the Reformation. —K. Moxey
*3 points. Not offered in 2004–05.*

***AHIS BC 3642x***
**North American Art and Culture**
An examination of North American painting, sculpture, photography, graphic art and decorative arts from the Colonial Period until World War I. Artists discussed will include Benjamin West, John Singleton Copley, Thomas Cole, Lilly Martin Spencer, Harriet Powers, Rafael Aragon, Robert Duncanson, Frederick Church, Winslow Homer, Thomas Eakins, James MacNeill Whistler, Mary Cassatt, Thomas Moran, Henry Ossawa Tanner and Eadweard Muybridge. —E. Hutchinson
*3 points. Not offered in 2004–05.*

***AHIS C 3643x***
**The American City: Urban Form and City Planning**
A survey of urban design, city planning, and civic culture in American cities from the colonial period to the present day, with emphasis on the physical form of New York, Chicago, Washington, D.C., and Los Angeles; the impact of the railroad and automobile; the rise of suburbia; urban renewal; and contemporary developments. —H. Ballon
*3 points.*

***AHIS BC 3645***
**An Introduction to Islamic Architecture**
This class is an introduction to the architecture of the Islamic world, from the advent of Islam in 632 CE until the modern era. Encompassing regions of Asia, Africa, and Europe primarily, the course explores themes such as commemoration, pilgrimage and imperialism, in order to initiate an understanding of the diversity and richness of Islamic architectural culture. —K. Rizvi
*3 points*

***AHIS BC 3650x***
**Native American Art I**
Introduction to Native American art of the woodlands, Arctic, and northwest coast regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson
*3 points. Not offered in 2004–05.*

***AHIS BC 3651y***
**Native American Art II**
Introduction to Native American art of the plains, southwest, and California regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson
*3 points. Not offered in 2004–05.*

*AHIS BC 3655y*
**The Discourse of Public Art and Public Space**
An examination of the meaning of the term "public space" in contemporary debates in art, architecture, and urban discourse and the place of these debates within broader controversies over the meaning of democracy. Readings include Theodor Adorno, Vito Acconci, Michel de Certeau, Douglas Crimp, Thomas Crow, Jurgen Habermas, David Harvey, Fredric Jameson, Miwon Kwon, Henri Lefebvre, Bruce Robbins, Michael Sorkin, Mark Wigley, and Krzysztof Wodiczko. —R. Deutsche
*3 points.*

*AHIS BC 3658x*
**History and Theory of the Avant-Garde**
Examines the idea and practice of artistic avant-gardism from the mid-19th to late 20th century. Explores the relationship of avant-garde artists and movements to the institutions of art and to political radicalism. Studies art historical theories of the modernist, historical, and neo-avant-gardes, as well as the relationship between postmodernism and avant-gardism. Considers critiques of avant-gardism from feminist and democratic points of view. —R. Deutsche
*3 points.*

*AHIS BC 3673x*
**History of Photography**
Introduction to the history of European and American photography: the major movements and individual figures from the 1830s to the 1980s as well as theories and models of thinking about photography and its crucial authors. —B. Buchloh
*3 points.*

*AHIS BC 3674x*
**Art since 1945**
Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches. —B. Buchloh
*3 points.*

*AHIS BC 3675y*
**Feminism and Postmodernism in Contemporary Art**
Examines art and criticism of the 1970s and 1980s that were informed by feminist and postmodern ideas about visual representation. Explores postmodernism as (1) a critique of modernism, (2) a critique of representation, and (3) what Gayatri Spivak called "a radical acceptance of vulnerability." Studies art informed by feminist ideas about vision and subjectivity. Places this art in relation to other aesthetic phenomena, such as modernism, minimalism, institution-critical art, and earlier feminist interventions in art. —R. Deutsche
*3 points.*

*AHIS W 3600x*
**Nineteenth-Century Art**
The Arts in Western Europe from 1789 to 1900; Neo-classic, Romantic, Realist, Impressionist, and Post-impressionist movements. —A. Higgonet, Taught @ Reid Hall, Paris F04
*3 points.*

*AHIS W 3650y*
**Twentieth-Century Art**
The major trends and sources of 20th-century painting, sculpture, and architecture, with special emphasis on an understanding of the cultural environment and related developments. —R. Krauss
*3 points.*

*AHIS W 3680y*
**Europe: Postwar Art, 1948–1968**
An exploration of historical, theoretical, and artistic problems specific to the reflection on and production of visual culture after the Holocaust and WW II in Italy, Great Britain, France, and Germany. —B. Buchloh
*3 points.*

*AHIS V 3895x, y*
**Introductory Colloquium: The Literature and Methods of Art History**
An introduction to different methodological approaches to art history as well as a variety of critical texts by such authors as Wölfflin, Riegl, Panofsky, and Gombrich. —x: J. Crary; y: J. Beck
*4 points.*

*AHWS BC 3123x*
**Women and Art**
A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —N. Kampen
*3 points.*

*AHIS W 4631x*
**Feminist Theory and Art Practices**
—C. Kiaer
*3 points.*

## Seminars

Seminars have limited enrollment. Permission of the instructor is required for admission to all Barnard and Columbia seminars. In addition, it is strongly recommended that students seeking admission to a seminar have previously had a lecture course in the area. Students must sign up for Columbia seminars at 826 Schermerhorn.

*AHIS BC3924*
**Representing Kingship in the Ottoman, Safavid and Mughal Courts**
The sixteenth century witnessed the rise of three major empires of the early modern Islamic world, the Ottomans in Turkey, the Safavids in Iran, and the Mughals in India. This course will examine the competitive discourse between, and within, these great powers, by examining the imperial art and architecture commissioned by the ruling elite. —K. Rizvi
*4 Points*

*AHIS BC 3948x*
**The Visual Culture of the Harlem Renaissance**
Introduction to the paintings, photographs, sculptures, films, and graphic arts of the Harlem Renaissance and the publications, exhibitions, and institutions involved in the production and consumption of images of African Americans. Focuses on impact of Black northward and transatlantic migration and the roles of region, class, gender, and sexuality. —E. Hutchinson
*4 points. Not offered in 2004–05.*

*AHIS BC 3949x*
**The Art of Witness: Memorials and Historical Trauma**
Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials. —R. Deutsche
*4 points.*

***AHIS BC 3951y***
**Contemporary Art and the Public Sphere**
Critically examines contemporary debates about the meaning of public art and public space, placing them within broader controversies over definitions of urban life and democracy. Explores ideas about what it means to bring the term "public" into proximity with the term "art." Considers the differing ideas about social unity that inform theories of public space as well as feminist criticism of the masculine presumptions underlying certain critical theories of public space/art. —R. Deutsche
*4 points.*

***AHIS BC 3952x***
**Art and Mass/Popular/Everyday Culture: 1850 to the Present**
Examines interactions between art in Europe and the United States during the 19th and 20th centuries, on the one hand, and non-art forms of culture that are called variously "mass," "popular," and "everyday" culture, on the other. Places art/mass culture interactions within the rise of bourgeois society, the invention of democracy, and relations of class, gender, sexuality, and race. Studies major critical theories and debates about the relationship between art and mass culture. —R. Deutsche
*4 points.*

***AHIS V3933***
**Art in Early Medicean Florence (Travel)**
—J Beck
*4 points*

***AHIS BC 3957***
**1980s Feminism and Postmodernism in the Visual Arts**
An examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and "art as institution." Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others. —R. Deutsche
*Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.*
*4 points.*

***AHIS BC 3959x, 3960y***
**Senior Research Seminar**
Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in art history and participate in group meetings scheduled throughout the senior year. —K. Moxey
*Limited to senior majors.*
*3 points.*

***AHIS BC 3970y***
**Methods and Theories of Art History**
An introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism. —K. Moxey
*4 points.*

***AHIS BC 3999x, y***
**Independent Research**
Independent research, primarily for the senior essay, under a chosen faculty adviser and with the chair's permission. —Staff
*4 points.*

*AHIS BC 3921y*
**Reading the "Reality Effect"**
—K. Moxey
*4 points. Not offered in 2004–05.*

*AHIS C 3956y*
**Pieter Bruegel**
—K. Moxey
*4 points. Not offered in 2004–05.*

*AHIS BC 3985y*
**Introduction to Connoisseurship**
Factors involved in judging works of art, with emphasis on paintings; materials, technique, condition, attribution; identification of imitations and fakes; questions of relative quality. —M. Ainsworth
*Prerequisite: Permission of instructor. Limited to 15 students.*
*4 points.*

*AHIS C 3948x*
**Nineteenth-Century Criticism**
Selected readings in philosophy and criticism of art with special emphasis on the problem of the observer in the context of 19th-century modernity. Texts by Diderot, Kant, Blake, Goethe, Hegel, Ruskin, Baudelaire, and Nietzsche. —J. Crary
*4 points.*

*AHIS BC 3968x*
**Art Criticism**
Contemporary art and its criticism written by artists ( rather than by art historians or journalistic reviewers). Texts by Dan Graham, (Art and Language), Robert Smithson, Brian O'Dougherty, Martha Rosler, Barbara Kruger and others. Also, considers the art and writing of each artist together. —J. Miller
*4 points.*

*AHIS W4155*
**Mesopotamian Art and Archaeology**
—Z. Bharani
*4 points*

*AHIS BC 3031y*
**Imagery and Form in the Arts**
The operation of imagery and form in dance, music, theatre, visual arts, and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored. —J. Snitzer
*3 points.*

*M 5:00–6:00.* ***Artsforum***
*Artsforum is an informal weekly meeting with professionals in the arts.*

## Studio Courses in Art

Studio courses 2003x, 2004y, 2005x, 2006y, 2007x, 2008y are given at Barnard. Enrollment is limited and students must sign up in advance. Other studio courses are given at the School of the Arts, in Dodge Hall, and students may register for these only with written permission of the department chair. Classes are limited in size. Students who wish to enter the Columbia courses are required to apply for space in 305 Dodge Hall during the pre-registration period prior to each term. Model fees range from $20 to $45. For students other than those majoring in Art History with Visual Arts concentration, a maximum of four courses of studio work may be credited toward graduation.

***AHIS BC 2005x, 2006y, 2007x, 2008y***
**Painting**
Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Class work will include drawing and painting from the model as well as still-life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary. —J. Snitzer
*2 points.*

***AHIS BC 2001x***
**Introduction to Drawing**
An introduction to drawing as an open-ended way of working and thinking. Primarily a workshop, augmented by slide lectures and field trips. Throughout semester, student's work discussed one-on-one with instructor and as a group. Starting with figure drawing, drawing investigated as a practice involving diverse forms of visual culture. —J. Miller
*Limited to 16.*
*2 points.*

***AHIS BC 3530x***
**Advanced Studio**
An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original body of artwork and participates in group discussions of the assigned readings. —J. Snitzer
*Prerequisites: Primarily for Art History/Visual Art majors. Open to others by permission of the instructor.*
*3 points.*

## Study Abroad: Columbia University in Paris

For additional information on courses offered at Reid Hall in Paris, see the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or **www.ce.columbia.edu/paris.**

# ASIAN AND MIDDLE EASTERN CULTURES

321 Milbank Hall

854-2125, 5416, 5540
**www.barnard.edu/amec**

**Associate Professor:** Rachel Fell McDermott (Chair), Guobin Yang[3]

**Assistant Professors:** David Moerman

**Term Assistant Professor:** Andrew Schonebaum

Other officers of the University offering courses listed below:

**John Mitchell Mason Professor Emeritus and Special Service Professor:** William Theodore de Bary

**Shincho Professor Emeritus and Special Service Professor:** Donald Keene

**Professors:** Muhsin Al-Musawi, Paul J. Anderer, Peter J. Awn (Religion), Richard Bulliet (History), Pierre Cachia (Senior Scholars Program), Myron Cohen (Anthropology), Hamid Dabashi, Vidya Dehejia (Art History), Nicholas Dirks (Anthropology), Carol N. Gluck (History), Jahyun Kim Haboush, Robert Harrist (Art History), John S. Hawley (Religion), Robert Hymes, Dorothy Ko[1] (History), Dan Miron, Frances Pritchett, George Saliba, Conrad Schirokauer (Senior Scholars Program), Alan Segal (Religion), Haruo Shirane, Henry D. Smith, Michael Stanislawski (History), Robert A. F. Thurman (Religion), Arthur Tiedmann, Gauri Vishwanathan (English and Comparative Literature), David D.W. Wang, David Weiss Halivni (Religion), Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop, Yosef Yerushalmi (History), Madeleine Zelin

**Associate Professors:** Aaron Andrew Fox (Music), Marc Nichanian[3], Gregory Pfugfelder, Wei Shang, Tomi Suzuki[3]

**Assistant Professors:** Wendi L. Adamek[3] (Religion), Gil Anidjar, Charles Armstrong, Janaki Bakhle, Eugenia Lean, Feng Li[3], David Lurie[2], Joseph Massad, Adam McKeown (History), Kishwar Rizvi (Art History), Nader Sohrabi, Wendy Swartz, Neguin Yavari (Religion)

[1] Absent on leave Autumn term.
[2] Absent on leave Spring term.
[3] Absent on leave 2004–05.

The primary aim of Asian and Middle Eastern Cultures is to introduce major Asian civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. The General Courses below are designed for any student, whatever her major interests, who wishes to include knowledge of Asian life in her education.

The satisfactory completion of one of the following courses offered in the departments of East Asian Languages and Cultures and Middle East Languages and Cultures satisfies the college requirements in the respective languages: Akkadian G 4113 *Intermediate Akkadian*; Arabic W 1215 *Intermediate Arabic*; Armenian W 1313 *Intermediate Armenian*; Bengali W 1202 *Intermediate Bengali;* Chinese C 1202 or F 1202 *Intermediate Chinese* (second stage); Hebrew W 1513 *Intermediate Modern Hebrew*; Hindi-Urdu W 1613 *Intermediate Hindi-Urdu*; Japanese C 1202 or F 1202 *Intermediate Japanese* (second stage); Iranian W 1713 *Intermediate Modern Persian*; Korean W 1202 *Intermediate Korean*; Sanskrit W 4813 *Intermediate Sanskrit*; Tamil 1202 *Intermediate Tamil;* Tibetan W 4413 *Intermediate Tibetan;* or Turkish W 1913 *Intermediate Turkish.*

Literature courses in the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures in which readings are in the original languages may be used to fulfill the Barnard distribution requirements only with the permission of the Chair of Asian and Middle Eastern Cultures.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level *must* pass a language placement test before registering. Placement exams are given during the week *before* classes begin—contact the Department of East Asian Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish, contact the Department of Middle East and Asian Languages and Cultures (602 Kent). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. Contact the Department of Middle East and Asian Languages and Cultures (602 Kent) for details.

## Requirements for the Major

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the department in the Spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of two tracks, East Asian or Middle East and South Asian.

### The East Asian Track

The major requires a minimum of 10 courses (if a student has already satisfied the language requirement from the beginning) or more (if she starts the language requirement from the beginning). The requirements include:

**1) Language:**

Three years of Chinese, Japanese, or Korean, or the proficiency equivalent (to be demonstrated by a placement examination).

**2) Core Courses:**

| | | |
|---|---|---|
| Asian Humanities | V 3400 | *Colloquium on Major Texts* |
| and | | |
| Two of the following survey courses: | | |
| Asian Civilizations–East Asia | V 2002 | *Introduction to Major Topics in Asian Civilizations: East Asia* |
| Asian Civilizations | V 2359 | *Introduction to the Civilization of China* |
| Asian Civilizations | V 2361 | *Introduction to the Civilization of Japan* |
| Asian Civilizations | V 2363 | *Introduction to the Civilization of Korea* |

**3) Disciplinary Courses:** Three courses, to be chosen in consultation with the adviser. Because Asian studies is an area-study rather than an academic discipline, it is important that the student also develop competence in a particular discipline. She is therefore asked upon entering the major to choose from among the following: history, literature, philosophy, religion, art history, anthropology, political science, or economics. Typically, one of the courses taken in satisfaction of the disciplinary requirement will be a basic introductory or methodology course, and the other two will be in East Asia-related courses in the discipline. Under certain circumstances the adviser may approve a combination of two basic courses and one East Asia-related course; courses in closely related disciplines may also be substituted with the approval of the adviser. However, if a student chooses one or two disciplinary courses that are not specifically Asia-related, these courses will be considered qualifying in terms of the disciplinary requirement, but not as counting toward the 10-course minimum for the major. Only those courses that are Asia-related are considered to count toward this 10-course minimum.

Majors specializing in history should take *Historiography of East Asia* (East Asian W 4103y), and those specializing in literature should take *Literary and Cultural Theory East and West* (East Asian W 4101y). These two courses are offered in the Spring term and should normally be taken in the junior year.

**4) Elective Courses:** Two courses related to East Asia, to be chosen in consultation with the adviser.

**5) Research in East Asian Studies V 3999y**, to be taken in the junior year.

**6) Senior Paper:** Each student is expected to prepare a research paper or an annotated English translation of an East Asian text. The paper should be in the chosen disciplinary field and will be written in the senior year in *Senior Thesis* (East Asian W 3901x or y) in consultation with an appropriate faculty adviser. All students, except those on study leave in the Autumn, should enroll for the Autumn term. Under special circumstances, with the adviser's approval, the senior paper may be written in conjunction with Asian Studies BC 3999, *Independent Study*.

Note that in all East Asian language courses, the minimum grade required to advance from one level to the next is B–.

## The Middle East or South Asian Track

A minimum of 13 courses is required, including:

| | | |
|---|---|---|
| Asian Humanities | V 3399x,y | *Colloquium on Major Texts* |
| Middle East & South Asia | MDE W 3000x | *Theories of Culture: Middle East and South Asia* |

Two of the following courses:

| | | |
|---|---|---|
| Asian Civilizations–Middle East | V 2001 | *Introduction to Major Topics in Asian Civilizations: The Middle East and India* |
| Asian Civilizations–Middle East | V 2003x | *Introduction to Islamic Civilization* |
| Asian Civilizations–Middle East | V 2008y | *Contemporary Islamic Civilizations* |
| Asian Civilizations–Middle East | V 2357x | *Introduction to Indian Civilizations* |

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish), selected in consultation with the adviser.

A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Hebrew, Indic, Iranian, Persian, or Turkish.

A senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser. If the student desires, she may prepare for this thesis by taking a half- or full-year Independent Study (V 3999) with her adviser or an appropriate faculty member.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 602 Kent Hall for a complete list of course offerings. Also see the note on graduate courses at the end of this section.

**No minor is offered in Asian and Middle Eastern Cultures.**

# Courses of Instruction

## Courses in Asian Civilizations

***Asian Civilizations–Middle East ASCM V 2001x***
**Introduction to Major Topics in Asian Civilizations: The Middle East and India**
Interdisciplinary and topical approach to major issues and phases of Asian civilizations and their role in the contemporary world. —J. Bakhle, J. Massad
*4 points.* *TuTh 2:40–3:55*

***Asian Civilizations–East Asian ASCE V 2002x or y***
**Introduction to Major Topics in Asian Civilization: East Asia**
An interdisciplinary and topical approach to major issues and phases of East Asian civilizations and their role in the contemporary world. —W.T. de Bary, C. Schirokauer, David Moerman, and staff
*4 points.* *x: Sec. 1: TuTh 10:35–11:50; Sec. 2: TuTh 10:35–11:50; Sec. 3: MW 10:35–11:50; Sec. 4: MW 1:10–2:25; Sec. 5: MW 6:10–7:25*
*y: Sec. 1: TuTh 10:35–11:50; Sec 2: MW 6:10–7:25; Sec. 3: MW 1:10–2:25; Sec. 4: MW 1:10–2:25; Sec. 5: MW 10:35–11:50*

***Asian Civilizations–Middle East ASCE V 2003x***
**Introduction to Islamic Civilization**
Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions from its pre-Islamic Arabian setting to the present. —G. Saliba
*4 points.* *MW 1:10–2:25*

***Asian Civilizations–Middle East ASCM V 2008y***
**Contemporary Islamic Civilizations**
A survey of the contemporary intellectual currents in Islamic societies, with a special emphasis on the societies of the Middle East and on the cultural issues not covered in the course in classical Islamic civilization through focus on texts of the contemporary period. —G. Saliba
*4 points.* *MW 1:10–2:25*

***Asian Civilizations–Middle East ASCE V 2357x***
**Introduction to Indian Civilizations**
An introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges. —F. Pritchett
*3 points.* *MW 2:40–3:55*

***Asian Civilizations–East Asian ASCE V 2359x, y***
**Introduction to East Asian Civilizations: China**
The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions. —x: E. Lean; y: TBA
*3 points.* *x: MW 2:40–3:55; y: MW TBA*

***Asian Civilizations–East Asian ASCE V 2361x, y***
**Introduction to East Asian Civilizations: Japan**
The development of Japanese society and culture with special attention to national self-image and values as revealed in thought, institutions, and literature. —*x:* G. Pflugfelder; y: D. Moerman
*3 points.* *x: MW 6:10–7:25; y: TBA*

***Asian Civilizations–East Asian ASCE V 2363y***
**Introduction to Asian Civilizations: Korea**
The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts. —J. Haboush
*3 points.* *TuTh 2:40–3:55; recitation M 12–12:50*

## Courses in Asian Humanities

***Asian Humanities AHUM V 3399x, y–V 3400x, y***
**Colloquium on Major Texts**
Readings in translation and discussion of texts of Middle Eastern, Indian, Chinese, Korean, and Japanese origin, including (V 3399): the *Qur'an*, Islamic philosophy, Sufi poetry, the *Upanishads*, Buddhist sutras, the *Bhagavad Gita*, Indian epics and drama, Gandhi's autobiography; (V 3400): the *Analects* of Confucius, Mencius, Lao Tzu, Chuang Tzu, the *Lotus Sutra*, *Dream of the Red Chamber*, *Tale of Genji*, Zen literature, Noh plays, *bunraku* puppet plays, and Chinese and Japanese poetry. (Asian Humanities V 3399–3400 form a sequence, but either may be taken separately. V 3399 may also be taken as part of a sequence with Asian Humanities W 3331; V 3400 may also be taken as part of a sequence with Asian Humanities V 3830.) —R. Abe, P. Anderer, W.T. de Bary, P. Cachia, D. Lurie, R. McDermott, D. Moerman, W. Shang, T. Suzuki, and staff
*4 points.*

***Asian Humanities AHUM W 4027x–4028y***
**Colloquium on Major Works of Chinese Philosophy, Religion, and Literature**
Reading in translation and discussion of major works of Chinese philosophy, religion, and literature, including important texts of x: the Confucian, Taoist, Mohist, Legalist, Huang-Lao, and Neo-Taoist traditions and recently discovered texts; and y: the Buddhist and Neo-Confucian traditions. —x, y: Staff
*Prerequisite: AHUM V 3400, ASCE V 2359, or ASCE V 2002. Asian Humanities W 4027–4028 forms a sequence, but either may be taken separately.*
*4 points. Not offered in 2004–05.*

***Asian Humanities AHUM W 4029x***
**Colloquium on Major Works of Japanese Thought**
Extends the work begun in Asian Humanities V 3400 by focusing on reading and discussion of major works of Japanese philosophy, religion, and literature from earliest times to the 12th century. —W.T. de Bary
*Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.*
*4 points. Not offered in 2004–05.*

***Asian Humanities AHUM W 4030y***
**Colloquium on Major Works of Japanese Thought**
Reading and discussion of major works of Japanese philosophy, religion, and literature from the 12th to the 18th centuries. —W.T. de Bary
*Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.*
*4 points. Not offered in 2004–05.*

***Asian Humanities AHUM V 3830x***
**Colloquium on Modern East Asian Texts**
Exploration of the modern East Asian traditions through intensive reading of literary masterpieces by Lu Xun, Shen Congwen, Akutagawa Ryunosuke, Kawabata Yasunari, Hyon Ching-gon, Choi Inhoon, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary forms. Knowledge of the original languages is not required. —T. Suzuki
*AHUM V 3400 is strongly recommended as background.*
*4 points. Not offered in 2004–05.*

***Interdepartmental Seminar INSM W 3920x-W 3921y***
**Nobility and Civility Seminar**
— W.T. de Bary
*4 points. TBA*

***Asian Humanities–Music AHMM V 3320x***
**Introduction to the Music of East Asia and Southeast Asia**
A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Staff
*3 points. TuTh 6:10–8:00*

***Asian Humanities–Music AHMM V 3321y***
**Introduction to the Music of India and West Asia**
A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —A. Fox
*3 points. TuTh 6:10–8:00*

***Asian Humanities AHUM V 3340x, y***
**Masterpieces of Art in China, Japan, and Korea**
Selected masterpieces of painting, sculpture, and architecture from the Han Empire in China to modern times in Japan, in relation to contemporary history, philosophy, religion, and literature. —D. Delbanco and staff
*3 points. x: TBA; y: MW 10:35–11:50*

***Asian Humanities AHUM V 3342x***
**Masterpieces of Islamic and Indian Art**
Analysis and discussion of the significance of selected works of art and architecture of Islam and Buddhist and Hindu India. —V. Dehejia
*3 points. TuTh 11:00–12:15*

## Courses in Theory, Method, and Writing

***Middle East & South Asia MDES W 3000y***
**Theories of Culture: Middle East and South Asia**
A critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language. —Staff
*Required of all majors. Limited to 35 students.*
*4 points. TBA*

***East Asian EAAS W 3901x***
**Senior Thesis**
Senior seminar required of all majors in East Asian Studies. —Staff
*Senior majors only*
*3 points. TBA*

***East Asian EAAS V 3999y***
**Research in East Asian Studies**
Introduces students to research and writing techniques and requires preparation of a senior thesis proposal. Required for juniors who are East Asian majors. —Instructor TBA
*1 point. TBA*

***Comparative Literature–East Asian EAAS W 4101y***
**Literary and Cultural Theory East and West**
Designed to familiarize students with major paradigms of contemporary literary and cultural theory to generate critical contexts for analyzing East Asian literature and culture in a comparative framework. Takes up a wide but interrelated range of issues, including feminist criticism, film theory, postcolonialism, social theory, postmodernism, and issues of national and ethnic identity. —H. Shirane
*3 points. Not offered in 2004–05.*

***East Asian EAAS W 4890y***
**Historiography of East Asia**
Major issues in the practice of history illustrated by critical reading of important historical work on East Asia. —M. Zelin
*Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Instructor permission required for others.*
*3 points. T 11–12:50*

***Asian Studies ASST BC 3999x, y***
**Independent Study**

Specialized reading and research projects planned in consultation with members of the Asian and Middle Eastern Cultures teaching staff. —Staff

*Open to majors who have fulfilled basic major requirements on written permission of the staff member who will supervise the project.*

*4 points.*

## East Asian, General and Comparative

***History–East Asian HSEA W 3898y***
**The Mongols in History**

—M. Rossabi

*3 points. W 2:10–4:00*

***History–East Asian HSEA W 3718y***
**Nation, Race, and Empire in East Asia**

—C. Armstrong

*3 points. Not offered in 2004–05.*

***History—East Asia HSEA W 3891x***
**The Asia-Pacific Wars, 1931-1975**

—C. Armstrong

*3 points. MW 10:40-11:55*

***History—East Asia HSEA W 4902x***
**World War Two**

—C. Gluck

*4 points. T 4:10-6:00*

***History—East Asia HSEA W 3997x***
**World War Two in History and Memory**

—C. Gluck

*3 points. Tu Th 11:00-12:15*

***History—East Asia HSEA W 4918y***
**Smuggling, Drugs, and States**

—A. McKeown

*4 points. T 4:10-6:00*

***East Asian EAAS W 4000x***
**History of East Asian Writing**

—D. Lurie

*3 points. T 4:10-6:00*

***East Asian–Religion RELI V 1102x***
**Self and Society in Asian Religions**

—W. Adamek

*3 points. Not offered in 2004–05.*

***Religion RELI V 2608y***
**Buddhism: East Asian**

—R. Abe

*3 points. MW 11:00–12:15*

***East Asian–Religion RELI W 4830y***
**Pilgrimage in Asian Religious Practices**

—J. Hawley and D. Moerman

*3 points. Not offered in 2004–05.*

***Asian Civilizations HRTS W 4320x***
**Human Rights and Social Justice**
Considers issues of human rights through cross-national and cross-cultural studies of modern Asia. —Staff
*4 points.* *Not offered in 2004–05.*

## East Asian, China

***History–East Asian HSEA W 3880x–W 3881y***
**History of Modern China**
W 4835x—The Late Imperial Age: China's international development and foreign contacts from 1600–1911. W 4836y—The Period of the Republic: Political, social, and intellectual developments from 1911 to 1949, which resulted from domestic crisis and foreign pressures. —x: M. Zelin; y: E. Lean
*3 points.* *x: TuTh 4:10–5:25; y: TuTh 4:10–5:25*

***East Asian EAAS V 3310***
**Rebellion and Revolution in Modern China**
Social protest and revolutionary movements in 19th- and 20th-century China, with an emphasis on sectarian rebellion, secret societies, and the development of the Communist revolution. —M. Zelin
*3 points.* *Not offered in 2004–05.*

***History–East Asia HSEA V 3430x***
**A Cultural History of "Revolution" in 20th-Century China**
Traces the narratives of four revolutionary moments: the Republican Revolution (1911), the Nationalist Revolution (1927), the Communist Revolution (1949), and the Great Proletarian Cultural Revolution (1966). —Staff
*3 points.* *Not offered in 2004–05.*

***History–East Asia HSEA V 3450y***
**China's Sprouts of Capitalism**
An exploration of China's economic development from the 18th century to the present day. Special emphasis is placed on China's early economic history, and the economic policies leading up to China's present Four Modernizations program. —M. Zelin
*3 points.* *Not offered in 2004–05*

***History—East Asia HSEA W 4871x***
**Seminar on the City in Modern China**
—E. Lean
*4 points.* *Th 4:10-6:00*

***History—East Asia HSEA W 4891y***
**Law in Chinese History**
—M. Zelin
*4 points.* *M 11:00-12:15*

***History–East Asian HSEA V 3650y***
**Family in Chinese History**
The history of the Chinese family, its changing forms and cultural expressions: marriage and divorce; parent and child; clan and lineage; ancestor worship; the role of women; the relation of family and state; Western parallels and contrasts. —R. Hymes
*Prerequisite: AME V 2359*
*3 points.* *T 4:10-6:00*

***History–East Asian HSEA W 4886x***
**Gender, Passions, and Social Order in China since 1500**
—E. Lean
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS V 3315x***
**Literature and Film in Modern China**
An intensive examination of modern Chinese fiction and films in the context of Chinese social, political, and cultural dynamics from the May Fourth Movement (1919) to the present. —D. Wang
*3 points.* *TuTh 4:10–5:25; plus film screening period TBA.*

***Art History AHIS V 3201y***
**Arts of China**
A survey of major arts of ceramics, bronzes, jades, painting, and calligraphy. Museum laboratory sessions. —Instructor TBA
*3 points.* *Not offered in 2004–05.*

***Anthro-East Asia ANTH V 3035y***
**Religion in Chinese Society**
—M. Cohen
*3 points.* *MW 11:00-12:15*

***Anthro-East Asia ANTH V 3912y***
**Ethnographic China**
—M. Cohen
*4 points.* *Th 11:00-12:50*

***Religion RELI V 2640x***
**Chinese Religious Traditions**
—C. Yu
*3 points.* *MW 11:00–12:15*

***Chinese–History EAAS V 3418x***
**Gods, Ghosts, and Ancestors: Social History of Chinese Religion**
—R. Hymes
*3 points.* *Not offered in 2004–05.*

***Religion RELI V 3630y***
**Taoism**
—W. Adamek
*4 points.* *Not offered in 2004–05.*

## East Asian, Japan

***History-East Asia HSEA W 4820x***
**Japan Before Tokugawa**
Historical issues relating to Japanese society and culture from its beginnings through the late medieval period. —D. Lurie
*3 points.* *Not offered in 2004–05.*

***History–East Asian HSEA W 3870x***
**Japan in the 19th Century**
Japanese history from the late Tokugawa period through 1890, focusing on the political, social and economic transformations of the Meiji Restoration. —H. Smith
*3 points.* *TuTh 10:30–11:50*

***History–East Asian HSEA W 3871y***
**Japan in the 20th Century**
Japanese history from 1890 to the present, with particular emphasis on political, social, and economic developments. —Instructor TBA
*3 points.* *Not offered in 2004–05.*

***History–East Asian HSEA W 4845x***
**Master Narratives and Epochal Moments in Modern Japanese History**
—C. Gluck
*4 points.* *Not offered in 2004–05.*

***History–East Asian HSEA W 3876y***
**Ideas and Society in Modern Japan, 1600–2004**
—C. Gluck
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS V 3360y***
**Ozu, Mizoguchi, Kurosawa**
—P. Anderer
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS V 3613y***
**Buildings and Cities in Japanese History**
A survey of the Japanese tradition of architecture and city-building from its primitive origins until the present day. —H. Smith
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS W 3878y***
**Who Is the Samurai?**
—G. Pflugfelder
*3 points.* *TuTh 6:10–7:25*

***East Asian EAAS W 3338y***
**A Cultural History of Japanese Monsters**
Conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, with comparison to other cultural traditions. —G. Pflugfelder
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS W 4115x***
**Japanese Literature: Beginning to 1900**
—H. Shirane
*3 points.* *Not offered in 2004–05.*

***Art History—East Asia AHIS W 3981x***
**Visual Culture of the Tale of Genji**
—H. Shirane and M. McCormick
*4 points.* *W 4:10-6:00*

***East Asian EAAS W 3334x***
**Introduction to Modern Japanese Literature**
—P. Anderer
*3 points.* *Not offered in 2004–05.*

***East Asian EAAS V 3615x***
**Japanese Literature and Film**
Japanese stories and visions, from the late 19th century to the present. Topics include: the discovery of the new, the city, modern beauty, tragedy, the fantastic. Focus on the fiction of Soseki, Tanisaki, Kawabata, Oe, and Tsushima, and the films of Ozu, Mizoguchi, Kurosawa, Kobayashi, and Oshima. —P. Anderer
*3 points.* *TuTh 4:10–5:25; screening Th 6:30–9*

***East Asian EAAS V 3660x***
**Kurosawa Seminar**
Close analysis of all major work, especially the black and white films made between 1943 and 1965. Topics include: Kurosawa's education and apprenticeship; the culture of wartime and post-war Japan; epic narration; modern tragedy. —P. Anderer
*3 points.* *W 6:00–10:00*

***East Asian EAAS V 3405y***
**Women in Japanese Literature: Love, Sexuality, and Gender**
Critical approaches to the representations of women in Japanese literature from the early period to the present with particular attention to gender constructions and women's writings. —T. Suzuki
*3 points. Not offered in 2004–05.*

***East Asian Religion EAAS W 4109y***
**Japanese Religious Landscapes: Practices and Representations**
An examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions. —D. Moerman
*Prerequisite: One course on Japanese or East Asian cultures or Art History or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***Religion RELI V 3613y***
**Japanese Religious Tradition**
—Staff
*3 points. Not offered in 2004–05.*

## East Asian, Korea

***History–Korean HSEA W 3862x***
**The History of Korea to 1900**
—J. Haboush
*3 points. TuTh 2:40–3:55*

***History–East Asian HSEA W 3863y***
**The History of Modern Korea**
Recommended but not required: History–East Asian W 4031. Korean history from 1900 to the present. —C. Armstrong
*3 points. Not offered in 2004–05.*

## South Asian

***EAAS W 4555y***
**Writing Tibet: Tradition and Change in 20th Century Tibetan Literature**
No prior knowledge of Tibetan or Tibet is required. —L. Hartley
*3 points. Not offered in 2004–05.*

***EAAS G 4618x***
**Biography, Memory, and Modern Tibet: The Reading and Writing of Life Stories**
—R Barnett.
*3 points. Th 2:10–4:00*

***Tibetan TIBT W 4550y***
**Understanding Modern Tibet**
—R. Barnett
*3 points. TuTh 2:10–4:00*

***Religion RELI V 2607x***
**Buddhism: Indo-Tibetan**
—R. Thurman
*3 points. Tu Th 4:10-5:25*

***Religion RELI V 3000y***
**Buddhist Ethics**
—R. Thurman
*3 points. TuTh 4:10–5:25*

***HSME W 3650y***
**Gandhi's India**

—*J. Bakhle*
*3 points.* *TBA*

***South Asia MDES W3004x***
**Islam in South Asia**

Assumes no previous background in Islam and South Asian studies. —F. Pritchett
*3 points.* *MW 2:40–3:55*

***Asian Studies–Literature MDES W 3820y***
**Great Epics of India: Representations and Interpretations**

—Staff
*3 points.* *Not offered in 2004–05.*

***Asian Studies–Literature MDES W 4820y***
**Women Writing about Women and Women Writing in India**

—Staff
*3 points.* *Not offered in 2004–05.*

***History MDES W 4640***
**Art and Aesthetics in Colonial India**

—J. Bakhle
*3 points.* *TBA*

***Asian Studies ASST W 4xxx***
**Judaism and Christianity in South Asia**

Introduces indigenous traditions of Judaism and Christianity in the subcontinent, focusing on history, diversity, interactions with Hindus and Muslims, and contemporary controversies. South Asian Jews and Christians in the diaspora, especially New York, also highlighted.
—R. McDermott
*An academic background in Judaism, or Christianity, or Hinduism/Indian history is highly recommended.*
*3 points.*

***Asian Studies ASST W 4001y***
**History, Literature, and Culture of Bengal**

An introduction to the history, literature, and culture of West Bengal and Bangladesh. Attention given to important figures, ideological trends, and social structures; Bengali texts in translation; and recent studies on Bengal. Lectures supplemented by slides and films. Introduction to Indian civilization, or the equivalent, is recommended as background. —R. McDermott
*3 points.* *Not offered in 2004–05.*

***Religion RELI V 2600x***
**Hinduism**

—J. Hawley
*3 points.* *TuTh 2:40–3:55*

***Religion RELI V 2601y***
**Philosophies of India**

—G. Tubb
*3 points.* *Not offered in 2004–05.*

***Religion RELI 3804y, Sec. 14***
**Krishna**

—J. Hawley
*4 points.* *Not offered in 2004–05.*

***Asian Studies–Religion ASRL V 3974y***
**Hindu Goddesses**

Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India. —R. McDermott

*Prerequisite: One course in Indian culture or religion or permission of the instructor.*
*4 points.* *Not offered in 2004–05.*

***Asian Studies–Religion ASRL W 3772y***
**Perspectives on Evil and Suffering in World Religions**

Exploration of the problems of evil and suffering in Christianity, Judaism, Hinduism, and Confucianism, with attention to such questions as what is "evil," why it exists, how suffering fits into the religious world view, and how religious people cope with threats to their analytic capacities, powers of endurance, and moral insight. Draws on classical texts, myths, and modern fieldwork. —R. McDermott
*3 points.* *Not offered in 2004–05.*

***Religion RELI V 3803x Sec. 63***
**Religious Worlds of New York**

—J Hawley and C. Bendar
*3 points.* *M 11-1*

***Religion RELI 4615y***
**Hinduism Here**

—J. Hawley
*4 points.* *T 4:10-6:00*

## Middle Eastern

***Ancient Studies ANCS W 4001x***
**Ancient Empires**

—T. D'Altroy, M. Van De Mieroop
*3 points.* *Not offered in 2004–05.*

***History HIST W 1002y***
**Ancient History of Mesopotamia and Anatolia**

—M. Van De Mieroop
*3 points.* *Not offered in 2004–05.*

***History HIST W 1004x***
**Ancient History of Egypt**

—M. Van De Mieroop
*3 points.* *TuTh 5:40–6:55*

***History HSME W 3854x***
**East Mediterranean in the late Bronze Age**

—M. Van de Mieroop
*3 points.* *Not offered in 2004–05.*

***History MDES W 4950y***
**Late Ottomam State and Society**

—N. Sohrabi
*3 points.* *TuTh 2:40–3:55*

***Comparative Literature–Middle East CLME W 4322x***
**Literature and Catastrophe**

—M. Nichanian
*3 points.* *Not offered in 2004–05.*

***Comparative Literature–Middle East CLME W 4031y***
**Cinema and Society in Asia and Africa**

Introduction to Middle Eastern Cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society in Arab, Israeli, Turkish, and Iranian cinema. Cultural and collective expressions of some enduring concerns in modern Middle Eastern societies. —H. Dabashi

*3 points. W 11:00-12:50*

***Political Science POLS BC 3414y***
**Women, Gender, and the Third World**

—Staff

*4 points. TBA*

***Asian Civilizations–Middle East CLME W 3042y***
**Palestinian and Israeli Politics and Society**

—J. Massad

*3 points. TuTh 2:40–3:55*

***Islamic–Science MDES W 3750y***
**Islam, Science, and the West**

—G. Saliba

*3 points. MW 4:10–5:25*

***Religion RELI V 2630y***
**Islam**

—P. Awn

*3 points. MW 5:40–6:55*

***Religion RELI V 3803y***
**Seminar on Religious Thought: The Qur'an**

—N. Yavari

*4 points. T 9:00-10:50*

***Religion RELI V 3804y***
**Seminar on Religious Thought: Orality and Textuality in Islam**

—N. Yavari

*4 points. Not offered in 2004–05.*

***Religion RELI W 4635x***
**The Legal Culture of Islam**

—N. Yavari

*3 points. MW 10:40-11:55*

***Religion RELI 3635x***
**History of Sufism**

—P. Awn

*3 points. Not offered in 2004–05.*

***Religion RELI V 3803x, Sec. 36***
**Seminar on Classical Sufi Texts**

—P. Awn

*4 points. TBA*

***Hebrew MDES W 3541x***
**Zionism and Hebrew Literature**

—D. Miron

*3 points. MW 2:40–3:55*

***Hebrew MDES W 3540y***
**Introduction to Israeli Culture**
Reading proficiency in Hebrew not required. —D. Miron
*3 points. MW 2:40–3:55*

***Comparative Literature–Middle East CLME W 3524y***
**Contemporary Israeli Fiction**
—G. Anidjar
*3 points. Not offered in 2004–05.*

***Comparative Literature–Middle East CLME W 4520y***
**New Israeli Writing**
—G. Anijdar
*4 points. Not offered in 2004–05.*

***Religion RELI V 3349x***
**Jewish Family Law**
—D. Halivni
*3 points. Not offered in 2004–05.*

***Comparative Literature–Middle East CLME W 4353x***
**The Future of Law from Antigone to Auschwitz**
—M. Nichanian
*3 points. Not offered in 2004–05.*

***Religion RELI V3201x***
**Hebrew Bible**
—A. Segal
*3 points. MW11:00-12:15*

***Religion RELI V3210y***
**Religion in the Time of Jesus**
—A. Segal
*3 points. MW11:00-12:15*

***Religion RELI V 3355y***
**Development of Jewish Holidays**
—D. Halivni
*3 points. MW 2:40–3:55*

***Religion RELI V 3360x***
**Jewish Liturgy**
—D. Halivni
*3 points Not offered in 2004–05.*

Also note offerings under departments of Anthropology, Art History, History, Political Science, Religion, Theatre, and Women's Studies.

## Asian Language Courses

Language and literature courses are offered through the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures. Consult the listings of these departments in the Columbia College and Graduate School of Arts and Sciences bulletins for all the languages offered and detailed descriptions of courses.

## Graduate Courses

Certain graduate courses given in the University may be taken by majors, with the consent of the major adviser, to supplement department offerings. Consult the *Bulletin of the Graduate School of Arts and Sciences* for listings.

# BIOLOGICAL SCIENCES

1203 Altschul Hall 854-2437
Introductory Laboratory Office: 911 Altschul Hall 854-2153
**www.barnard.edu/biology**

**Professors:** Elizabeth S. Boylan (Provost), Paul E. Hertz (Ann Whitney Olin Professor), James P. Mohler (Chair), Jeanne S. Poindexter[1] (Ann Whitney Olin Professor)

**Associate Professor:** Brian Morton[1]

**Assistant Professors:** Hilary S. Callahan, James Danoff-Burg (Adjunct), John Glendinning, Shao-Ying Hua[2], Kristen A. Shepard

**Lecturer:** Margaret Olney

**Professor Emeritus:** Philip V. Ammirato

**Introductory Laboratory Staff:**

**Director:** Margaret McDonald

**Department Administrator:** Lorrin Johnson

[1]Absent on leave Fall term.
[2]Absent on leave Spring term.

Biology is a field that explores the structure, function, interactions, and evolution of living organisms. Some of the most exciting issues of our era—such as those relating to biotechnology, genetic engineering, environmental problems, and health—require a strong background in biology. Biology courses at Barnard cover a broad range of topics, including molecular and cellular biology, genetics, development, physiology, evolution, and ecology.

Many students specialize in biology in preparation for a career in medicine, dentistry, public health, nutrition, or law. Others anticipate graduate work in one of the many subfields of biology leading to a teaching and/or research career. Still others plan futures as scientific writers, illustrators, photographers, industry or government researchers, or in areas such as environmental policy and law.

The biology major is designed to provide a student with a broad education in the field as well as an opportunity to cover a specific aspect of biology in depth if she desires. The major has a strong research component, with all lab sections at both the introductory and advanced levels limited to 16 students, ensuring ample opportunity for interaction with faculty. Students also have the option of conducting individual research projects under the guidance of a faculty member, as described below. The senior requirement for the biology major can be completed either by enrolling in a senior seminar that involves reading and discussing the current literature in a specific area of biology or by completing a guided research project.

## Research

Students are strongly encouraged to engage in research at Barnard. Guided Laboratory Research (BIOL BC 3591), External Research in Biology (BIOL BC 3592), and Guided Library Research (BIOL BC 3597) may all be used for degree credit. Biology majors may also use guided research to fulfill major requirements as described below; however, students are encouraged to do more research than can be applied to the major requirements.

In addition to conducting research during the academic year, students are encouraged to pursue summer research internships. Barnard faculty engage many students in paid research projects during the summer. The departmental office also has information about

summer internships outside Barnard. In addition, the department awards funds on a competitive basis to support summer research not otherwise funded by internships.

### Introductory Course Selection

The Biology Department offers several options at the introductory level; students should select courses on the basis of their preparation and background in biology. Students who took advanced biology in high school should enroll in the 2000-level sequence (BIOL BC 2001, BC 2002, and the lab courses BC 2003 and BC 2004). This sequence can be started either in the fall (BIOL BC 2002 and BC 2003) or the spring (BIOL BC 2001 and BC 2004) and fulfills the laboratory science portion of the General Education Requirement as well as the premedical requirement in biology.

Students with little or no experience in biology should enroll in the 1000-level sequence, which provides an appropriate introduction to important concepts in the field. Both BC 1001 and BC 1002 include a laboratory component and together fulfill the laboratory science portion of the General Education Requirement. Students who wish to move on to the 2000-level courses, which are prerequisites for advanced classes in biology, are eligible to do so upon completion of BC 1001.

### AP Course Credit

Students who have passed the Advanced Placement examination in biology with a grade of 4 or 5 are exempt from BIOL BC 1001 and receive 3 points of credit. Students may receive an additional 1.5 points of credit upon approval of an AP laboratory notebook. Students with an AP biology score of 4 or 5 may complete the Barnard lab science requirement with (a) BIOL BC 1002, (b) BIOL BC 2002 and BC 2003, or (c) BIOL BC 2001 and BC 2004. However, students must complete the entire 2000-level sequence (BC 2001, 2002, 2003, and 2004) for the Biology major or minor and for the biology premedical requirements. AP credit is granted regardless of which introductory courses are completed at Barnard.

## Requirements for the Major

The curriculum for biology majors complements the general education mission of a liberal arts college by providing a broad education in the field. It also satisfies the needs of students who anticipate postgraduate study in biology or medically oriented fields. The requirements for a major in biology are listed below:

**Introductory Biology.** Students must complete a year of introductory biology, including the laboratory (BIOL BC2001, 2002, 2003, 2004).

**Lecture Courses.** A minimum of six lecture courses are required for the major. In order to ensure breadth, these six courses must include at least one from each of the following three groups:

1. BIOL BC 3302 *Molecular Biology,* BIOL BC 3310 *Cell Biology,* BIOL BC 3200 *Genetics*
2. BIOL BC 3360 *Animal Physiology*, BIOL BC 3340 *Plant Physiology,* BIOL BC 3320 *Microbiology*.
3. BIOL BC 3278 *Evolution,* BIOL BC 3372 *Ecology,* BIOL BC 3240 *Plant Evolution*

Courses numbered at the 3200 level are particularly appropriate for sophomores who have completed the 2000-level sequence. Appropriate lecture courses at Columbia University may be used to satisfy the lecture requirement. A list of approved courses is at the end of the list of Barnard biology courses; other courses require permission of the department chair.

**Laboratories.** Students must complete at least three laboratories beyond introductory biology. (Laboratories require a lecture course as co-requisite or prerequisite, as specified

in the course descriptions.) Biology laboratories at Barnard require a lab fee of $50 per course. Appropriate biology laboratories at Columbia University may also be used to satisfy the lab requirement with the permission of the department chair. Students may use a research course in biology to fulfill one of the three required laboratories. Students can do this either with one semester of Guided Laboratory Research (BIOL BC 3591) or with two sequential semesters of External Research (BIOL BC 3592). Both options require concurrent participation in the Research Seminar (BIOL BC 3595) for one semester.

**Senior Requirement.** Students may complete the senior requirement with one of the following three options. Option 2 is available only to students who have not used Guided Laboratory Research or External Research to fulfill a lab requirement.

1. Senior Seminar (BIOL BC 3590).
2. Guided Laboratory Research (BIOL BC 3591) with concurrent participation in the Research Seminar (BIOL BC 3595).
3. Guided Library Research (BIOL BC 3597) with concurrent participation in the Research Seminar (BIOL BC 3595).

**Chemistry Requirement.** One year of chemistry with laboratory, including one term of organic chemistry, is required (CHEM BC 1601, BC 3328, and BC 3230).

**Additional courses for further postgraduate study.** Students who are interested in attending graduate or professional schools should take an additional year of chemistry (CHEM BC 3231, Organic Chemistry II, and CHEM BC 3232, Intermediate General Chemistry) and one year each of calculus and physics. A course in statistics may also be recommended. Students interested in the health sciences should register with the Pre-Professional Office during their first two years and many plan to take the MCAT exam at the end of their junior year.

## Requirements for the Minor

A minor in biology must include one year of introductory biology (BIOL BC 2001, BC 2002, BC 2003, BC 2004), three additional lecture courses at the 3000 level or higher, and two additional laboratory courses. One of the lab courses may be Guided Research (BIOL BC 3591) if taken concurrently with the Research Seminar (BIOL BC 3595).

Biochemistry, chemistry, environmental science, physics, and psychology majors need to take only one advanced laboratory instead of two, but the lab may not be a guided research course.

**Requirements for the major in Environmental Biology are listed alphabetically. See page 197.**

## Courses of Instruction

### Introductory Courses

***BIOL BC 1001x***
**Revolutionary Concepts in Biology**

An exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach. —K. Shepard

*Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section.*

*4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA*

***BIOL BC 1002y***
**Contemporary Issues in Biology**

An exploration of modern biology as it pertains to contemporary issues. One module examines the microbiological agents that cause disease and addresses how such agents can be used as weapons for terrorism or war. Another module considers human physiology, focusing on major health issues. The third module explores growth and resource use, emphasizing the uniqueness of human populations. Lab exercises introduce biological techniques for studying these topics. — J. Mohler, H. Callahan, TBA

*(Course does not fulfill biology major requirements or premedical requirements.)*
*Prerequisites: BIOL BC 1001 or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section.*
*4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA*

***BIOL BC 2001y***
**Molecular and Cellular Biology**

A detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development. —J. Poindexter

*Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.*
*3 points. MWF 9:00–9:50*

***BIOL BC 2002x***
**Physiology, Ecology, and Evolutionary Biology**

A detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics. —P. Hertz

*Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.*
*3 points. MWF 9:00–9:50*

***BIOL BC 2003x***
**Biodiversity Laboratory**

A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations. —M. Olney

*Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation. Prerequisite or corequisite: BC 2002. Enrollment limited to 16 students per section.*
*2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA*

***BIOL BC 2004y***
**Biological Experimentation Laboratory**

A laboratory-based introduction to experimental biology; classic and modern approaches to the investigation of growth, development, reproduction, heredity, environmental influences, enzymes, and correlation between structure and function. Experimental design, practical techniques, and data interpretation. —M. Olney

*Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.*
*Prerequisite or corequisite: BC 2001. Enrollment limited to 16 students per section.*
*2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA*

## Intermediate Level Courses

*(Suitable for Sophomores, Juniors, and Seniors)*

***BIOL BC 3200y***
**Genetics**

Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies. —TBA

*Prerequisites: BC 2001, 2002, 2003, 2004 or the equivalent.*

*3 points.*

***BIOL BC 3201***
**Laboratory in Genetics**

Exercises in genetics at both the Mendelian and molecular levels. Basic principles of genetic analysis will be studied using Drosophila and bacteria. A project in molecular genetics, involving such techniques as PCR, gel electrophoresis, and cloning, will be undertaken using plant genes. —B. Morton

*Prerequisite or corequisite: BC 3200. Enrollment limited to 16 students per section.*

*3 points. Not offered in 2004–05.*

***BIOL BC 3240x***
**Plant Evolution**

A survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology. —H. Callahan

*Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.*

*3 points.*

***BIOL BC 3241x***
**Laboratory in Plant Evolution**

Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups. —H. Callahan

*Prerequisite or corequisite: BC 3240. Enrollment limited to 16 students.*

*3 points.*

***BIOL BC 3250***
**Invertebrate Zoology**

The biology and biodiversity of invertebrate animals: the internal organs of invertebrates; the development, behavior, and evolution of these animals, stressing their adaptations to marine, freshwater, and terrestrial habits; and a systematic survey of invertebrates will structure the course. —J. Danoff-Burg

*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.*

*3 points. Not offered in 2004–05.*

***BIOL BC 3252***
**Animal Development**

An introduction to animal development stressing the mechanisms that control developmental processes. Topics include spermatogenesis, oogenesis, fertilization, cleavage, establishment of the body plan, cellular events in gastrulation and morphogenesis, and control of gene expression in development. —J. Mohler

*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.*

*3 points. Not offered in 2004–05.*

***BIOL BC 3260y***
**Vertebrate Zoology**

A systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior. —P. Hertz

*Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.*

*3 points.*

*BIOL BC 3278y*
**Evolution**

A study of the process of evolution with an emphasis on the mechanisms underlying evolutionary change. Topics include the origins of life, rates of evolutionary change, phylogenetics, molecular evolution, adaptive significance of traits, sexual selection, and human evolution. —B. Morton
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.*
*3 points.*

*BIOL BC 3280x*
**Animal Behavior**

Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology). —J. Glendinning
*Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.*
*3 points.*

## Upper Level Courses

*(Suitable for Juniors and Seniors)*

*BIOL BC 3302x*
**Molecular Biology**

An introduction to molecular biology. Topics include: genome organization, DNA replication, regulation of RNA synthesis, protein synthesis, macromolecular cell biology, and control of gene expression in development. —J. Mohler
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points.*

*BIOL BC 3303y*
**Laboratory in Molecular Biology**

An introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning. —J. Mohler
*Prerequisite or corequisite: BC 3302 or permission of the instructor. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3305*
**Project Laboratory in Molecular Biology**

A project laboratory in molecular biology of Drosophila. Experiments will include isolation of phage, plasmid, and genomic DNA: screening of DNA libraries; restriction mapping, Southern analysis, and characterization of RNA transcripts. Project will characterize a particular unknown Drosophila sequence and RNA derived in vivo from that DNA. —J. Mohler
*Prerequisite: BC 3302 or permission of the instructor. Enrollment limited to 12 students.*
*5 points. Not offered in 2004–05.*

*BIOL BC 3310x*
**Cell Biology**

Study of structures and functions of eukaryotic cells. Cell membranes and the endomembrane system, proteins (with emphasis on enzymes and antibodies), organelle biogenesis, intracellular trafficking, cytoskeleton and motility, cell cycle control, and signaling. Methods of study and both landmark and contemporary experiments are examined. —Instructor TBA
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points.*

*BIOL BC 3311x*
**Laboratory in Cell and Tissue Biology**
An introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis. —Instructor TBA
*Prerequisite or corequisite: BC 3310. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3320*
**Microbiology**
Study of prokaryotic and selected eukaryotic microorganisms with regard to cell structure, physiology, and metabolism; genetic mechanisms and interrelationships in bacteria. Some aspects of applied microbiology, the role of microorganisms in natural processes, aspects of pathogenicity and immunity to disease. —J. Poindexter
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points. Not offered in 2004–05*

*BIOL BC 3321*
**Laboratory in Microbiology**
Provides experience in the isolation, cultivation, and preservation of pure cultures of microorganisms from natural populations. Methods used for study of cell structure, growth, physiology, and genetics of bacteria will be followed by a small independent project. —J. Poindexter
*Prerequisite or corequisite: BC 3320. Enrollment limited to 16 students.*
*3 points. Not offered in 2004–05*

*BIOL BC 3340y*
**Plant Physiology**
Processes of metabolism, growth, and development in green plants, particularly the angiosperms. Photosynthesis, nutrient and water acquisition, respiration; hormones and plant movement; responses to environmental stimuli and stresses; defenses against pathogens; flower, fruit, and seed formation. Experimental approaches are emphasized. —K. Shepard
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points.*

*BIOL BC 3341y*
**Laboratory in Plant Physiology**
An introduction to techniques used to investigate aspects of physiology, including photosynthesis, water relations, mineral nutrition, germination, flowering, and hormone function. Methods include infrared carbon dioxide analysis, spectrophotometry, chromatography, and bioassay. Students conduct independent projects in the last month of term.—K. Shepard
*Prerequisite or corequisite: BC 3340. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3342*
**Plant Development**
Processes of growth, differentiation, and organization in plants; major morphogenetic events in the transition from zygote to flowering plant; hormonal and environmental effects and mechanisms of action. —K. Shepard
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points. Not offered in 2004–05.*

*BIOL BC 3343*
**Laboratory in Plant Development**

An experimental approach to patterns, processes, and control mechanisms of plant development. Meristems and cell differentiation; embryogenesis and organogenesis; responses to hormones and environmental variables. Work with whole plant, organ, and cell cultures. —K. Shepard
*Prerequisite or corequisite: BC 3342. Enrollment limited to 16 students.*
*3 points. Not offered in 2004–05.*

*BIOL BC 3360y*
**Animal Physiology**

Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates. —J. Glendinning
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points.*

*BIOL BC 3361y*
**Laboratory in Animal Physiology**

Provides a hands-on introduction to the different physiological systems in vertebrates and invertebrates. Emphasizes the operation of a variety of physiological monitoring devices and the collection and analysis of physiological data. —J. Glendinning
*Prerequisite or corequisite: BC 3360. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3362x*
**Neurobiology**

Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development. —S. Hua
*Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.*
*3 points. TuTh 9:10–10:25*

*BIOL BC 3363x*
**Laboratory in Neurobiology**

Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential. —S. Hua
*Prerequisite or corequisite: BC 3362. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3364*
**Advanced Neurobiology**

Analysis of molecular aspects of neuronal function, emphasizing recent discoveries. Topics include molecular mechanisms of synaptic transmission, synaptic plasticity and synaptic formation, and relationship between structure and function for ion-channels, neurotransmitter receptors, and neurotoxins. —S. Hua
*Prerequisites: One of the following: BIOL BC3362, Neurobiology, BIOL BC 3360, Animal Physiology, PSYC BC 1119, Behavioral Neuroscience, or the equivalent.*
*3 points. Not offered in 2004–05.*

*BIOL BC 3372x*
**Ecology**

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies. —J. Danoff-Burg
*Prerequisites: BIOL BC 2001, 2002, 2003, 2004, or equivalent.*
*3 points.*

*BIOL BC 3373y*
**Laboratory in Ecology**
The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term. —P Hertz
*Prerequisite or corequisite: BC 3372. Enrollment limited to 16 students.*
*3 points.*

*BIOL BC 3386x*
**Research Design and Analysis**
Introduction to basic principles of experimental design and statistics. Topics include developing testable research hypotheses, pseudoreplication, simple and complex experimental designs, selecting the most appropriate statistical test, and evaluating research articles. —J. Glendinning
*Prerequisites: BC 2001, 2002, 2003, 2004, college-level algebra, or the equivalent.*
*3 points.*

*BIOL BC 3590x, y*
**Senior Seminars in Biology**
Required of all majors who do not select Guided Research (BIOL BC 3591 or BC 3597) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. —x: K. Shepard; y: J. Poindexter
*4 points. Sections 1 and 5 will be offered in 2004–05.*

1. **Plant Development** —K. Shepard *F 1:10–3:00*
2. **Evolutionary Ecology** —P. Hertz
3. **Molecular and Developmental Genetics** —J. Mohler
4. **Ecology and Changing Environment** —H. Callahan
5. **Virus Structure and Propagation** —J. Poindexter F 1:10-3:00
6. **Neurobiology** —S. Hua
7. **Sensory Ecology** —J. Glendinning
8. **Cell Biology**—TBA
9. **Molecular Evolution** —B. Morton

*BIOL BC 3591x, y*
**Guided Laboratory Research**
Independent research in the department to suit the needs of the individual student in consultation with faculty sponsor. Participation in department Research Seminar (BC 3595) required for credit to be counted toward the major. —Staff
*Prerequisites: Permission of a faculty sponsor. Graded with a letter grade or P*/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with BIOL BC 3595.*
*1–4 points.*

*BIOL BC 3592x, y*
**External Research in Biology**
Research projects conducted outside the department developed in consultation with a department faculty member who serves as cosponsor. —Staff
*Prerequisites: Permission of a department faculty cosponsor. Under conditions specified by the department faculty, an external project may receive credit toward the major in lieu of an elective laboratory course. Graded P*/F.*
*1–4 points.*

***BIOL BC 3595 x, y***
**Research Seminar**
Discussions of approaches to research, methods of scientific communication, and the presentation of scientific data, culminating in a paper and oral report of the results of a research project guided by a faculty sponsor. —x: TBA; y: H. Callahan
*Corequisite: BC 3591 or BC 3597.*
*1 point.*

***BIOL BC 3597 x, y***
**Guided Library Research**
Independent library-based research in consultation with Barnard faculty sponsor to suit the needs of the individual student. —Staff
*Weekly meetings with research mentor. Graded with a letter grade or P*/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with Research Seminar BIOL BC 3595.*
*1–4 points.*

## Additional Courses in the University

The courses listed below may also be used to satisfy the elective course requirements for the Barnard Biology major. To determine the suitability of other courses offered in the university, please consult the department chair.

**Biochemistry**

| | |
|---|---|
| CHEM BC 3282 | *Biological Chemistry* |
| CHEM BC 3355/3357 | *Biochemistry Laboratory Techniques* |

**Biology**

| | |
|---|---|
| BIOL W 3002 | *Introduction to Animal Structure and Function* |
| BIOL W 3034 | *Biotechnology* |
| BIOL W 3073 | *Cellular and Molecular Immunology* |

**Environmental Biology**

| | |
|---|---|
| EEEB W 3087 | *Conservation Biology* |
| EEEB Y 4101 | *Tropical Field Ecology* |
| EEEB Y 4601 | *Biological Systematics* |
| EEEB Y 4789 | *Biogeography* |

# CHEMISTRY

607 Altschul Hall 854-8460
**www.barnard.edu/chem**

**Professors:** Sally Chapman (Chair), Leslie Lessinger

**Assistant Professors:** Joanna Pellois (Term), Linda Doerrer, Dina Merrer[1], Christian Rojas, Nasreen Haque (Term), Charles Doubleday (Term)

**Director of General Chemistry Laboratories:** Olympia Jebejian

**Director of Organic Chemistry Laboratories:** Meenakshi Rao

**Associates:** Robert Black, Steven Dougherty, Frances Feerst, Toby Holtz, Colette Levi, SuQing Liu, Stanley Shapiro, Ying Xie

[1]Absent on leave 2004–2005

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, analytical, and biological chemistry. In addition, she acquires sufficient skill in laboratory work that she is prepared for research.

The laboratories of the department are modern and well-equipped for both coursework and independent projects. Students may undertake research projects under the guidance of members of the department during the academic year or the summer. Opportunities are also available for research with Columbia faculty, as well as staff members of the many medical schools and research institutions in New York City.

AP credit: Students with scores of 4 or 5 on the Chemistry Advanced Placement Test may be given advanced placement and receive credit for one semester's general chemistry lectures only (3 points), but not laboratory. Students are advised to consult the department.

Pre-medical program: Non-majors wishing to fulfill the minimum two-year chemistry requirements for medical school should take General Chemistry I, CHEM BC 2001x; Organic Chemistry I and II with laboratory, CHEM BC 3328y, 3230y, and 3231x; and Intermediate General Chemistry, CHEM BC 3232y. The laboratory courses CHEM BC 3333x (Modern Techniques of Organic Chemistry) and CHEM BC 3338y (Quantitative and Instrumental Techniques) are recommended.

Introductory course selection: Based on their preparation and background in chemistry, most students begin their study with CHEM BC 2001x (General Chemistry), an integrated lecture and laboratory course. For a limited number of students with a weak background in chemistry, but who want to major in chemistry or biochemistry or complete further courses such as organic chemistry, the department offers the preparatory lecture course CHEM BC 1002y (Fundamentals of Chemistry). Consult the department regarding this choice.

## Requirements for the Major

Two majors are offered by the department: chemistry and biochemistry.

A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year she should take Chemistry BC 2001, BC 3328, and BC 3230, and start or continue the study of calculus. It is then possible for her to fulfill the basic requirements for the major in three years and to take advanced courses in the senior year. After completing the undergraduate curriculum, students are

encouraged to undertake research projects, and to take graduate courses at Columbia.

Qualified seniors are invited to participate in the senior honors program in which they carry out a year-long research project leading to a thesis.

Research experience is strongly recommended for students planning graduate study. Interested students should consult with individual faculty members about the research problems currently being investigated.

## Chemistry

Courses required for the chemistry major are:

| | |
|---|---|
| CHEM BC 2001 | *General Chemistry I* |
| CHEM BC 3328, 3230 | *Organic Chemistry I with Laboratory* |
| CHEM BC 3231 | *Organic Chemistry II* |
| CHEM BC 3335 | *Modern Techniques of Organic Chemistry Laboratory* |
| CHEM BC 3340 | *Quantitative and Instrumental Techniques Laboratory* |
| CHEM BC 3252 | *Introduction to Thermodynamics and Kinetics* |
| CHEM BC 3253 | *Structure, Bonding, and Spectroscopy* |
| CHEM BC 3271 | *Inorganic Chemistry* |
| CHEM BC 3365, 3368 | *Integrated Chemistry Laboratory* |
| Mathematics | *Calculus I and II in any sequence* |
| PHYS BC 1206, 1207 | *Calculus-based Physics with Laboratory* |

Elective: one of

| | | |
|---|---|---|
| | CHEM BC 3254 | *Methods and Applications in Physical Chemistry* |
| or | CHEM BC 3282 | *Biological Chemistry* |
| or | CHEM BC 3280 | *Advanced Organic Chemistry* |
| or | CHEM G 4103 | *Advanced Inorganic Chemistry* |

**Senior requirement:** Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department), or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

Recommended: *Calculus III.*

A list of major requirements, several possible course sequences, and information about the senior requirement can be obtained from any member of the department.

## Biochemistry

Courses required for the biochemistry major are:

| | |
|---|---|
| CHEM BC 2001 | *General Chemistry I* |
| CHEM BC 3328, 3230 | *Organic Chemistry I with Laboratory* |
| CHEM BC 3231 | *Organic Chemistry II* |
| CHEM BC 3333 | *Modern Techniques of Organic Chemistry Laboratory* |
| CHEM BC 3338 | *Quantitative and Instrumental Techniques Laboratory* |
| CHEM BC 3252 | *Introduction to Thermodynamics and Kinetics* |
| CHEM BC 3253 | *Structure, Bonding, and Spectroscopy* |
| Mathematics | *Calculus I and II in any sequence* |
| PHYS BC 1206, 1207 | *Calculus-based Physics with Laboratory* |
| BIOL BC 2001, 2002, with 2003 or 2004 | *General Biology with at least one semester of Laboratory* |
| CHEM BC 3282 | *Biological Chemistry* |
| BIOL BC 3302 | *Molecular Biology* |
| CHEM BC 3355 | *Biochemistry Laboratory Techniques* |
| or CHEM BC 3357 and BIOL BC 3303 | *Biochemistry Laboratory Techniques* *Laboratory in Molecular Biology* |

An elective course from a list of approved Biology and Chemistry courses.

**Senior requirement:** Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department), or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.

## Requirements for the Minor

Courses required for the Chemistry minor are: CHEM BC 2001, BC 3328, BC 3230, BC 3231, BC 3333, BC 3338, and one of BC 3232, BC 3252, BC 3271, or BC 3282.

There is no minor in Biochemistry.

## Courses of Instruction

***CHEM BC 1002y***
**Molecules and Matter: Fundamentals of Chemistry**

Introduction to the fundamental concepts of chemistry from an electronic and molecular perspective as well as the macroscopic behavior of matter. Emphasis on understanding the chemistry of water and chemistry in water. —L. Doerrer

*Prerequisites: High school algebra and geometry. Designed for students with weak background in chemistry, but who want to major in chemistry or biochemistry or complete advanced courses such as organic chemistry. Does not count toward laboratory science general education requirement. Enrollment limited to 30 students.*

*3 points. Lecture: MWF 10:00–10:50.*

***CHEM BC 2001x***
**General Chemistry I**

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques. —L. Doerrer; O. Jebejian and staff

*Prerequisite: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).*

*5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory one afternoon: MTWRF 1:10–5:00. Lecture and laboratory must be taken together unless permission of the instructor is given at the time of program filing. Laboratory fee: $28.*

***CHEM BC 2002y***
**General Chemistry II**

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry. —Instructor TBA; O. Jebejian and staff

*Prerequisite: BC 2001 or permission of the instructor. Students who have completed BC 3230 or its equivalent may not subsequently receive credit toward the degree for BC 2002.*

*5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory: M 1:10–5:00. Laboratory fee: $28.*

***CHEM BC 2102y***
**General Chemistry II Laboratory**

Laboratory portion of Chemistry BC 2002. —Instructor TBA; O. Jebejian and staff

*Prerequisite: General Chemistry I with laboratory. Corequisite: General Chemistry II lectures or equivalent and permission of the instructor.*

*2 points. Laboratory fee: $28. Lecture. Lab lecture and laboratory: M 1:10–5:00.*

***CHEM BC 3328y***
**Introductory Organic Chemistry Laboratory**

Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions. —M. Rao and staff

*Prerequisite: BC 2001 or equivalent with grade of C or better, or BC 2001 and BC 2002 or equivalent. Corequisite: BC 3230 or equivalent.*

*2.5 points. Lecture and laboratory one afternoon: MTWRF 1:10–5:30. Laboratory fee: $35.*

***CHEM BC 3328x (Fall)***
**Introductory Organic Chemistry Laboratory**
Same as CHEM BC 3328y. —M. Rao and staff
*Prerequisite: BC 3230 or equivalent.*
*2.5 points. Lecture and laboratory: W only 1:10–5:30. Laboratory fee: $35.*

***CHEM BC 3230y***
**Organic Chemistry I**
Atomic and molecular structure; introduction to aliphatic and aromatic chemistry with emphasis on modern theories; organic reaction mechanisms, stereochemistry, and spectroscopy. —L. Passaro
*Prerequisite: BC 2001 or equivalent with a grade of C or better, or BC 2001 and BC 2001 or equivalent. Credit will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.*
*3.5 points. Lecture: TuTh 9:10–10:25; Problem section: F 12:00–12:50.*

***CHEM BC 3231x***
**Organic Chemistry II**
Continued treatment of the topics of Organic Chemistry I with extensions and an introduction to biological compounds and bio-macromolecules. —L. Passaro
*Prerequisite: BC 3230.*
*3.5 points. Lecture: MWF 10:00–10:50; Problem section: Tu 12:00–12:50.*

***CHEM BC 3232y***
**Intermediate General Chemistry**
Selected aspects of general chemistry, primarily for premedical and biological science students. Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radiochemistry, with applications to analytical chemistry and biochemistry. —L. Lessinger
*Prerequisites: BC 2001 and Organic Chemistry I. BC 3230 may be taken as a corequisite with permission of the instructor. Optional parallel laboratory work: BC 3338. Chemistry C 1404 is not an acceptable equivalent for BC 3232.*
*3 points. Lecture: MWF 10:00–10:50.*

***CHEM BC 3333x***
**Modern Techniques of Organic Chemistry Laboratory**
Introduction to qualitative and quantitative organic analysis and to advanced techniques, emphasizing instrumental and chromatographic methods. Selected reactions. —C. Rojas; M. Rao and staff
*Prerequisites: BC 3230 and BC 3328. C 3543 is not acceptable. Corequisite: BC 3231.*
*3 points. Lecture: Th 12:00–12:50; Laboratory one afternoon: M, Tu, or Th 1:10–5:30. Laboratory fee: $35.*

***CHEM BC 3335x***
**Modern Techniques of Organic Chemistry Laboratory**
Identical to BC 3333, plus a library problem, a short project, and additional preparative experiments. —C. Rojas; M. Rao and staff
*Prerequisites: BC 3328 and BC 3230. Corequisite: BC 3231.*
*5 points. Lecture: Th 12:00–12:50; Laboratory two afternoons: TuTh 1:10–5:30. Laboratory fee: $35.*

***CHEM BC 3337x***
**Modern Techniques of Organic Chemistry Laboratory**
*Prerequisite: BC 3333x.*
*2 points. Laboratory one afternoon: M, Tu, or Th 1:10–5:30.*
***Note:*** *CHEM BC 3333x + CHEM BC 3337x = 3335x*

***CHEM BC 3338y***
**Quantitative and Instrumental Techniques Laboratory**
Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Applications of computers. —J. Pellois and O. Jebejian
*Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.*
*3 points. Lecture: Tu 1:10–2:00; Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00. Laboratory fee: $35.*

***CHEM BC 3340y***
**Quantitative and Instrumental Techniques Laboratory**

Identical to BC 3338, but with a greater variety and number of experiments. —J. Pellois and O. Jebejian

*Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.*

*5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00. Laboratory fee: $35.*

***CHEM BC 3342y***
**Quantitative and Instrumental Techniques Laboratory**

*Prerequisite: BC 3338y.*

*2 points. Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.*

***Note:*** *CHEM BC 3338y + CHEM BC 3342y = 3340y*

***CHEM BC 3252y***
**Introduction to Thermodynamics and Kinetics**

Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques. —S. Chapman

*Prerequisites: CHEM BC 3231, Physics I (Mechanics), and Calculus II.*

*3.5 points. Lecture: MWF 10:00–10:50. Problem section: F 12:00–12:50.*

***CHEM BC 3253x***
**Structure, Bonding, and Spectroscopy**

Introduction to quantum chemistry. The structure of atoms and molecules. Energy levels and spectra. —L. Lessinger

*Prerequisites: Physics II and Calculus II.*

*3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.*

***CHEM BC 3254y***
**Methods and Applications in Physical Chemistry**

Applications of thermodynamics to real systems; activities; electrochemistry. Transport properties. Kinetic theory of gases. Radiochemistry. Solids and crystallography. —D. Millar

*Prerequisites: CHEM BC 3252, 3253*

*3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.*

***CHEM BC 3271x***
**Introduction to Inorganic Chemistry**

Structure and reactivity of inorganic compounds: bonding, reaction mechanisms, selected main group chemistry, transition metal chemistry, organometallics, clusters, catalysis, and bioinorganic chemistry. —J. Pellois

*Prerequisite: CHEM BC 3230y.*

*3.5 points. Lecture: TuTh 9:10–10:25. Problem section: W 12:00–12:50.*

***CHEM BC 3280y***
**Advanced Organic Chemistry**

Survey of topics in structural, mechanistic, and synthetic organic chemistry, including molecular orbital treatment of structure, bonding, and chemical reactivity; elucidation of organic reaction mechanisms; pericyclic reactions; stereoelectronic effects; asymmetric reactions; and natural product total synthesis. —C. Rojas

*Prerequisite: One year of organic chemistry.*

*3.5 points. Lecture: MWF 11:00–11:50. Problem section: TBA*

***CHEM BC 3282y***
**Biological Chemistry**

Detailed introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure and folding. Enzyme mechanisms, kinetics, allostery. Membranes. Protein and genetic engineering. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation. —N. Haque

*Prerequisite: One year of organic chemistry, one year of biology.*
*3.5 points. Lecture: MWF 9:00–9:50. Problem section: W 12:00–12:50.*

***CHEM BC 3355x***
**Biochemistry Laboratory Techniques**

Fundamental techniques used to isolate, characterize, and study nucleic acids, proteins, carbohydrates, and lipids. Theory and application of buffers, spectrophotometry, cell fractionation, centrifugation, extraction, chromatographic separations, electrophoresis, radioactivity. Enzyme purification and kinetics. Chemical and enzymatic assays. NMR and MS structure determination. —N. Haque

*Prerequisites: One year of organic chemistry, one year of biology, four semesters of chemistry and biology laboratory, and CHEM BC 3282 or Biology-Chemistry C 3501 or Biochemistry G 4021.*
*5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00. Laboratory fee: $45.*

***CHEM BC 3357x***
**Biochemistry Laboratory Techniques**

Identical to BC 3355, but experiments are modified to be accomplished in one laboratory period per week. This course may be of particular interest to biology and chemistry majors. —N. Haque

*Prerequisites: Same as BC 3355.*
*3 points. Lecture: Tu 1:10–2:00; Laboratory: Tu 2:00–6:00 plus occasionally Th 1:10–5:00. Laboratory fee: $35.*

***CHEM BC 3365x***
**Integrated Chemistry Laboratory**

Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds; solids; some computer applications. —L. Lessinger

*Prerequisites: BC 3252 and BC 3338 or equivalent.*
*3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00. Laboratory fee: $35.*

***CHEM BC 3368y***
**Integrated Chemistry Laboratory**

Experiments in various types of spectroscopy. —S. Chapman

*Prerequisites: BC 3253 and BC 3338 or equivalent.*
*3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00.*

***CHEM BC 3590y***
**Senior Colloquium**

Readings, discussions, and presentations about contemporary research in chemistry and biochemistry. —Staff

*2 points. Th 10:35–12:25*

***CHEM BC 3597x, 3597y***
**Problems in Chemistry**

Individual research projects at Barnard or Columbia. —Staff

*Prerequisites: BC 3333 or BC 3338 and permission of the instructor.*
*2 points. 4 hours of laboratory work by arrangement.*

*CHEM BC 3598x, 3598y*
**External Problems in Chemistry**
Individual research projects at other institutions. —Instructor TBA
*Prerequisites: BC 3333 and BC 3338. Mandatory pass/fail grading. Permission of the instructor (a Barnard professor who will act as liaison) is required.*
*4 points.*

*CHEM BC 3599x, 3599y*
**Problems in Chemistry**
Individual research projects at Barnard or Columbia. —Staff
*Prerequisites: BC 3333 and BC 3338. Permission of the instructor required.*
*4 points. 8 hours of laboratory work by arrangement. Laboratory fee: $35.*

*CHEM BC 3901x–3902y*
**Senior Honors Thesis**
Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. Weekly seminar. —Staff
*Enrollment restricted to seniors, by invitation of the department.*
*4 points. Weekly seminar F 2:00–4:00 and 8 hours research to be arranged.*

## Summer Research

A number of fellowships for summer research are available in the department. Consult individual members of the department early in the spring semester about possible projects. Summer research elsewhere is also encouraged.

## Other Courses

Attention is called to the following courses offered elsewhere in the University. All require at least four semesters of chemistry as prerequisites.

*Chemistry CHEM G 4103*
**Advanced Inorganic Chemistry I**
*4.5 points.*

*Chemistry CHEM G 4147*
**Advanced Organic Chemistry I**
*4.5 points.*

*Chemistry CHEM G 4141*
**Organic Spectroscopy**
*4.5 points.*

*Chemistry CHEM G 4172*
**Bio-Organic Topics**
*4.5 points.*

*Chemistry CHEM G 4231*
**Chemical Kinetics**
*4.5 points.*

*Biology–Chemistry BIOC G 4170*
**Biophysical Chemistry**
*4.5 points.*

*Chemistry CHEM G 4221*
**Quantum Chemistry I**
*4.5 points.*

# CLASSICS

216 Milbank Hall

854-2852
**www.barnard.edu/classics**

**Professor:** Helene P. Foley (Chair, Fall term)[1]

**Assistant Professors:** Kristina Milnor, Nancy Worman (Chair, Spring term)

Other officers of the University offering courses in Classics:

**Professors:** Roger S. Bagnall, Alan D. E. Cameron, Kathy H. Eden, Suzanne Saïd, Gareth D. Williams, James E. G. Zetzel

**Associate Professors:** Carmela Franklin, Deborah T. Steiner

**Assistant Professors:** Eleanor Dickey, Katharina Volk

**Associate Professor of Modern Greek:** Karen Van Dyck

**Assistant Professor of Modern Greek:** Vangelis Calotychos

[1]Absent on leave: Spring term

## Greek and Roman Language, Literature, and Culture; Ancient Studies; Modern Greek

The objective of the department is to provide students with a knowledge of the language and an understanding of the literature and civilization of the ancient Greeks and Romans. The close cooperation of Barnard and Columbia in planning and implementing the curriculum offers students a wide range of specialties from which to construct a sound and coherent program of studies according to their individual interests. All members of the Barnard department are available as advisers and should be consulted as early as possible in the planning of a major program.

Students may fulfill the foreign language requirement in Greek by completing Greek V 1201 and V 1202, or in Latin by completing Latin V 1201 and V 1202, or by completing one semester of study above Greek V 1201 and V 1202 or Latin V 1201 and V 1202, or by passing an exemption examination with a sufficiently high grade. This examination tests the student's knowledge of grammar and her ability to translate written Greek or Latin.

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is the support of the production of plays in Ancient Greek and Latin. In recent years students of the department have produced *Antigone*, *Medea*, *Alcestis*, *Persians*, *Eumenides*, *Cyclops*, *Electra*, *Clouds*, *Trojan Women*, *Rudens*, *Helen*, *Trachiniae, Bacchae*, *Hippolytus*, *Heracles, Thyestes, Women at the Assembly, Hecuba, Medea, Pseudolus, Ajax,* and *Oedipus the King,* which have not only proved satisfying in themselves, but have provided an exciting and different learning experience for the participants.

Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome. Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major, and, in some cases, may be used to satisfy distribution requirements. Barnard College is a Supporting Institution of

the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.

## Requirements for the Major in Greek, Latin, and Greek & Latin

The major in Greek or Latin requires a minimum of eight courses above the elementary level.

In Greek, this would be fulfilled by taking

| | |
|---|---|
| Greek W 4139 | *Elements of Greek Prose Style* |
| Greek W 4105-W 4106 | *History of Greek Literature* |

and five others, including Greek V 3996x *Major Seminar.*

In Latin, this would be fulfilled by taking

| | |
|---|---|
| Latin W 4139 | *Elements of Latin Prose Style* |
| Latin W 4105-W 4106. | *History of Latin Literature* |

and five others, including Latin V 3996x *Major Seminar.*

Greek or Latin V 3998 may be substituted for a semester of the survey or for elements of prose style, but students planning to go on to graduate study in classics are strongly urged to take both semesters of W 4105, W 4106.

In addition, two semesters of ancient history appropriate to the major are required. For one of these, however, a relevant course in ancient art, classical civilization or literature, ancient philosophy, or religion may be substituted.

Majors in Latin, especially those who have begun their study in high school, are strongly advised to take at least two semesters of Greek.

A student may elect to major in both Greek and Latin by completing the major requirements in one language and five courses above the elementary level in the other.

**Note:** For the requirements for the major in **Ancient Studies**, see page 68.

## Requirements for the Minor

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

## Courses of Instruction

### Classics in Translation

There are no prerequisites for the Classical Literature or Classical Civilization courses unless specially noted.

***Classical Literature CLLT V 3132x***
**Classical Myth**

Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid). —S. Saïd
*3 points. MW 2:40-3:55*

***Classical Literature CLLT V 3135y***
**The Ancient Novel**

The evolution of the Greek and Roman novel and its place in the literary canon; particular attention to principles of narrative and the ideological function of prose fiction. Petronius, Apuleius; Lucian, Heliodorus, Achilles Tatius, Longus; Acts of the Apostles, and saints' lives. —A. Cameron
*3 points. Not offered in 2004–05.*

***Classical Literature CLLT V 3140y***
**Comedy Past and Present: Fantasy, Adventure, and Satire**

Examines ancient Greek and Roman works of comedy in conjunction with 20th-century texts composed in English. Explores how fantasy and satire grapple with political, social, and cultural issues and the remarkable continuity within this particular comic tradition. Authors include Aristophanes, Petronius, Lucian, Apuleius, Seneca, Tom Stoppard, Thomas Pynchon, Douglas Adams, and John Waters. —E. Scharffenberger
*3 points.* *MW 6:10–7:25*

***Classical Literature CLLT W 4300x***
**The Classical Tradition**

Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context out of which the genres arose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and the transmission of the classical authors and their influence on modern literature. —K. Eden
*3 points.* *TuTh 4:10–5:25*

***Classical Literature CLLT W 4100***
**The Reception of Antiquity**

Introduction to the heritage of classical antiquity, primarily Greece, in later European culture. Translation, iconography, the history of classical scholarship, architectural and artistic manifestations of the classical tradition, Greek tragedy on stage and on film, the images of Athens and Sparta. —S. Saïd
*3 points.* *Not offered in 2004–05.*

***Classical Literature CLLT W 4115***
**Tragedy and Performance**

An intensive study of issues relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration will be given to staging, the changing role of actors and chorus, Aristotle's *Poetics,* and the reception of ancient tragedy, as well as to social and philosophical issues, including gender conflict. —H. Foley
*3 points.* *Offered in 2005–06.*

***Classical Civilization CLCV V 3110***
**The Ancient City**

Uses archaeological and literary sources to discuss the beginnings of urbanism in the ancient Mediterranean region, with particular focus on 5th-century Athens and Imperial Rome. Aims not just to study how cities developed, but also how that development affected the ways in which people of the time thought about community living and the meaning of their physical environment. —K. Milnor
*3 points.* *Not offered in 2004–05.*

***CLLT V 3230***
**Classics and Film**

Considers cinematic representations of the ancient Mediterranean world, from early silent film to movies from the present day. Explores films that purport to represent historical events (such as *Gladiator*) and cinematic versions of ancient texts (Pasolini's *Medea*). Readings include ancient literature and modern criticism. —K. Milnor
*3 points.* *TuTh 2:10–4:00*

***Classical Civilization CLCV V 3147***
**The World of Late Antiquity**

The social, economic, and religious history of the Roman world from the second to the early seventh centuries A.D. —A. Cameron
*3 points.* *Not offered in 2004–05.*

***Classical Civilization CLCV W4110***
**Gender and Sexuality in Ancient Greece**

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical

speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution. —H. Foley
*Prerequisite: Sophomore standing or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***Classical Civilization CLCV V 3158y***
**Women in Antiquity**
The role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women. —H. Foley
*3 points. Not offered in 2004–05.*

***Classical Civilization CLCV V 3162y***
**Ancient Law**
Greek and Roman legal systems; archaic law in its social context; philosophy of law; development of private law in Rome. —J. Zetzel
*3 points. Not offered in 2004–05.*

***Classical Civilization CLCV W 4015***
**Roman Law**
History of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists. —R. Bagnall
*3 points. Not offered in 2004–05.*

***Classical Civilization CLCV W 4200***
**Egypt and Hellenism**
The encounter of the three-millennia-old civilization of Egypt with domination by foreign powers: Macedonia, Greece, and Rome. Focus on colonial power structures, definition and functioning of ethnicity, interaction of cultures and languages, class and status, changing gender relations. —R. Bagnall
*Prerequisite: Permission of the instructor.*
*3 points. Not offered in 2004–05.*

***CLCV W 4145y/Pol.Sci. W 4145y***
**Ancient Political Theory**
Major texts of ancient political theory. Topics include constitutional theory, origins and legitimation of government, ethics, and politics, the regulation of private life, the rule of law, and the *cosmopolis*. Authors include Sophists, Plato, Aristotle, Cicero, Polybius, Dio of Prusa, and Augustine. —James Zetzel
*MW 11:00–12:15*

## Greek Language and Literature

***GREK V 1101x–V 1102y***
**Elementary Full-Year Course**
Grammar, composition, and reading.
*1101 is prerequisite to 1102. No credit is given for 1101 unless 1102 is completed.*
*4 points. 1101x: Sec.1 D. Ratzan TuThF 1:10–2:25; Sec.2 S. Nooter TuTh 6:10–8:00*
*1102y: Sec.1 D. Ratzan TuThF 1:10–2:25; Sec.2 S. Nooter TuTh 6:10–8:00*

***GREK V 1121x, y***
**Intensive Elementary Course**
Designed to cover all of Greek grammar and syntax in one semester in order to prepare a student to enter third-semester Greek.
*4 points. x: E. Dickey MWF 9:10–10:25; y: TBA MWF 1:10–2:25*

***GREK V 1201x, 1201y***
**Greek Literature: Prose and Poetry**
Selections from Plato. —N. Worman, TBA
*Prerequisite: V 1101–V 1102 or V 1121.*
*4 points. 1201x MW 11:00–12:15, F 11:00–11:50; 1201y MW 4:10–6:00*

***GREK V 1202y***
**Selections from Homer**
Detailed grammatical and literary study of several books of the *Iliad* and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer. —S. Saïd
*Prerequisite: V 1101–V 1102 or V 1121, or permission of the instructor.*
*4 points. MW 1:10–2:25, F 1:10–2:00*

***GREK V 3309x***
**Selections from Greek Literature: Poetry**
Contents of this course change from year to year; it may be taken in consecutive years. Topic for 2004–05: Selections from Hesoid and the Homeric Hymns. —H. Foley
*Prerequisites: Greek V 1201–1202, or their equivalents.*
*3 points. TuTh 2:40–3:55*

***GREK V 3310y***
**Selections from Greek Literature: Prose**
Content of course changes each year; it may be taken in consecutive years. Topic for 2004-05: Rhetoric —S. Saïd
*Prerequisites: GREK V 1201–1202, or their equivalents.*
*3 points. MW 11:00–12:15*

***GREK/LATN V 3320y***
**Intermediate Greek**
—J. Coulter
*MW 9:10–10:25*

***LATN/GREK V 3996x***
**The Major Seminar**
Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Topic for 2004–05: The imagery of food and drink, and the social rituals involving their consumption, in Greek and Latin liturature. Readings from Homeric epic to the novel, including elegiac poetry, comedy, parody, and philosophical banquets. —N. Worman
*Prerequisites: Junior standing.*
*4 points. W 6:10–8:00*

***GREK V 3997x,y***
**Directed Reading**
To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff
*Permission of the department chair required.*
*3 points.*

***GREK V 3998x,y***
**Supervised Research in Greek Literature**
Program of research in Greek literature, with the composition of a paper embodying results. —Staff
*Permission of the department chair required.*
*3 points.*

***GREK W 4009x***
**Selections from Greek Literature: Prose**
Content of course change from year to year; it may be taken in consecutive years. Topic for 2004-05: Selections from Lucian. —E. Scharffenberger
*Prerequisites: GREK V 1201–1202, or their equivalents.*
*3 points. MW 11:00–12:15*

*GREK W 4010y*
**Selections from Greek Literature: Poetry**
Content of course changes from year to year; it may be taken in consecutive years. Topic for 2004-05: Greek Lyric. —N. Worman
*Prerequisites: GREK V 1201–1202, or their equivalents.*
*3 points.* *MW 2:40–3:55*

*GREK W 4105y, 4106x*
**History of Greek Literature**
Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E. —S. Saïd, D. Steiner
*Prerequisite: At least two terms of Greek beyond V 1201, V 1202.*
*4 points.* *x: MW 4:10–6:00; y: TuTh 2:10–4:00*

*GREK/LATN W 4108*
**History of the Greek and Latin Languages**
An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey
*3 points.* *Not offered in 2004–05.*

*GREK W 4139y*
**Elements of Greek Prose Style**
Intensive review of Greek syntax. Writing of sentences and connected passages in Greek. —E. Dickey
*Prerequisite: At least four terms of Greek, or the equivalent.*
*3 points.* *TTh 9:00–11:00*

*GREK W 4140x*
**Greek Stylistics**
The study of the development of Greek prose style through practice in composition. —L. Tarán
*Prerequisite: GREK W 4139 or the equivalent.*
*3 points.* *Not offered in 2004–05*

## Latin Language and Literature

*LATN V 1101x–1102y; 1102x, 1101y*
**Elementary Full-Year Course**
V 1101: Grammar, composition, and reading.
V 1102: Complete review of grammar and syntax; emphasis on representative readings.

*V 1101 is normally prerequisite to V 1102. V 1102 may be taken without V 1101 by permission of the instructor. No credit is given for V 1101 until V 1102 is completed.*
*4 points.* *1101x–1102y: Sec. 1 Z. Gainza-Bemberg MWF 1:10–2:25; Sec. 2 H. Chen, TuTh 4:10–6:00; Sec. 3 E. Hamer, MW 6:10–8:00*

*LATN V 1120x*
**Preparation for Intermediate Latin**
A one-term intensive review of basic grammar and reading skills; designed for students who have had some Latin in the past, but need further instruction to qualify for LATN V 1201. —L. Mignone
*4 points.* *TuThF 11:00–12:50*

*LATN V 1121x, y*
**Intensive Elementary Course**
Designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter third-semester Latin. —x: M. Mordine; y: A. Jervis
*4 points.* *x: TuThF 1:10–2:25; y: TuThF 1:10–2:25*

***LATN V 1201x, y***
**Latin Literature: Prose**

Selections from TBA (x); from Pliny's letters (y).
*Prerequisite: V 1101–V 1102 or 2–3 years of high school Latin.*
*4 points.* *x: Sec. 1 B. King, TuTh 11:00–12:15, F 11:00–11:50; Sec. 2 A. Fishbone, MW 6:10–8:00*
*y: K. Milnor, TuTh 11:00–12:15, F 11:00–11:50*

***LATN V 1202x, y***
**Latin Literature: Poetry**

Selections from Vergil, *Aeneid,* or Ovid, *Metamorphoses.*
*Prerequisite: V 1101–V 1102 or 2–3 years high school Latin.*
*4 points.* *x: Sec. 1 A. Cameron TuTh 1:10–2:25, F 1:10–2:00*
*y: Sec. 1 C. Franklin, MW 4:10–6:00; Sec. 2 TBA*

***LATN V 3012x***
**Lyric Poetry**

Selections from Catullus's polymetric poems and epigrams and from Horace's *Odes* and *Epodes.* Combines literary analysis with work in grammar and metrics. —B. King
*Prerequisite: V 1201, 1202, or four years of high school Latin.*
*3 points.* *TuTh 11:00–12:15*

***LATN V 3033y***
**Medieval Literature**

A survey of medieval Latin literature, from Vulgate and the Fathers to the Renaissance of the 12th century. Includes readings of both prose and verse, with attention to both old genres—history, satire, love lyric—and new—Christian hymns and the liturgy, hagiography, exegesis. —C. Franklin
*Prerequisite: Three semesters of college Latin or permission of the instructor.*
*3 points.* *MW 1:10–2:25*

***LATN V 3309y***
**Selections from Latin Literature: Prose**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2004–05: Selections from *Cicero's De Officiis* and Seneca's *Epistulae Morales.* —M. Edsall
*Prerequisite: LATN V 3012 or the equivalent.*
*3 points.* *TuTh 2:40–3:55*

***LATN V 3310x***
**Selections from Latin Literature: Poetry**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2004–05: Roman elegy. —G. Wiliams
*Prerequisite: LATN V 3012 or the equivalent.*
*3 points.* *MW 2:40–3:55*

***LATN/GREK V 3996x***
**Major Seminar**

Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Topic for 2004–05: The imagery of food and drink, and the social rituals involving their consumption, in Greek and Latin liturature. Readings from Homeric epic to the novel, including elegiac poetry, comedy, parody, and philosophical banquets. —N. Worman
*Prerequisite: Junior standing.*
*4 points.* *W 6:10–8:00*

***LATN V 3997x, y***
**Directed Reading**

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff
*Permission of the department chair required.*
*3 points.*

*LATN V 3998x, y*
**Supervised Research in Latin Literature**
A program of research in Latin literature with the composition of a paper embodying results. —Staff
*Permission of the department chair required.*
*3 points.*

*LATN W 4009x*
**Selections from Latin Literature: Prose**
Content of course changes from year to year; it may be taken in consecutive years. Topic for 2004–05: Tacitus' *Annals* 4 and selections from other works of Tacitus. —A.Cameron
*Prerequisite: LATN V 3012 or the equivalent.*
*3 points. MW 11:10–12:15*

*LATN W 4010y*
**Selections from Latin Literature: Poetry**
Content of course changes from year to year; it may be taken in consecutive years. Topic for 2004–05: Post Vergilian Epic. —A. Jervis
*Prerequisite: LATN V 3012 or the equivalent.*
*3 points. TuTh 11:00–12:15*

*LATN W 4105x, 4106y*
**History of Latin Literature**
Lectures based on extensive readings in Latin literature from the beginning to the fourth century C.E. —J. Zetzel, G. Williams
*Prerequisite: At least two terms of Latin beyond V 3012.*
*4 points. x: J. Zetzel MW 2:10–4:00; y: G. Williams MW 4:10–6:00*

*GREK/LATN W 4108x*
**History of the Greek and Latin Languages**
An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey
*3 points. Not offered in 2004–05.*

*LATN W 4139x*
**Elements of Latin Prose Style**
Intensive review of Latin syntax. Writing of sentences and connected passages in Latin. —K. Milnor
*Prerequisite: At least four terms of Latin or the equivalent.*
*3 points. TuTh 1:10–2:25*

*LATN W 4140y*
**Latin Stylistics**
The study of the development of Latin prose style through practice in composition. —J. Zetzel
*Prerequisite: LATN W 4139 or the equivalent.*
*3 points. M 2:10–4:00*

*LATN W 4152y*
**Medieval Latin: Latin Poetry of the Early Middle Ages**
Content of this course changes from year to year; it may be taken in consecutive years. Study of the Bible in the early Middle Ages from Ambrose to Bede. Discussion of biblical Latin translations and the application of ancient grammatical theories to biblical interpretation. Texts will include Jerome's biblical prefaces and letters, Augustine's *De doctrina christiana,* and Bede's *De schematibus et tropis,* as well as a sampling of exegetical treatises. —C. Franklin
*Prerequisite: Permission of the instructor.*
*3 points. Not offered in 2004–05.*

## Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. The courses are described in the *Bulletin of the Graduate School of Arts and Sciences.*

## Modern Greek Language and Literature

***GRKM V 1101x–V 1102y***
**Elementary Full-Year Course**

Introduction to modern Greek language and culture. Emphasis on both speaking and writing; basic grammar and syntax; cross-cultural analysis. —x and y: Elena Tzelepis
*No credit is given for V 1101 until V 1102 is completed.*
*4 points. MW 4:00-6:00, Th 6:00-8:00 additional hours for film and conversation*

***GRKM V 1201x***
**Intermediate Course, I**

Emphasis on both speaking and writing; more complex grammar and syntax; a variety of readings including short selections from newspapers and contemporary literature. —Vangelis Calotychos
*Prerequisite: GRKM V 1101–V 1102 or the equivalent.*
*3 points. MW 4:00-6:00, Th 6:00-8:00 additional hours for film and conversation*

***GRKM V 1202y***
**Intermediate Course, II**

Emphasis on both speaking and writing; more complex syntax; a variety of readings including short selections from newspapers and contemporary literature. —Vangelis Calotychos
*Prerequisite: GRKM V1201 or permission of the instructor.*
*4 points. MW 4:00-6:00, Th 6:00-8:00 additional hours for film and conversation*

***GRKM V 3105x***
**Modern Greek for the Bilingual Speaker**

For students who have grown up speaking Greek but have difficulties reading and writing at an intermediate to advanced level. Combines intensive grammar review and in-depth study of a special topic. Since the context of the course changes each year, it may be repeated for credit.
—Elena Tzelepis
*3 points. M 6:10-8:00*

***GRKM V 3997x, y***
**Direct Readings**

The course of study and amount of credit will be determined by the instructor in consultation with students. Independent study is designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. —Vangelis Calotychos
*1–3 points.*

***GRKM V 3998x, y***
**Senior Research Seminar**

Designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. The course of study and amount of credits will be determined by instructor in consultation with student/s.
*1–3 points.*

***V3100***
**Myth, History and the Greek Novel (in Greek)a**

—Vangelis Calotychos
*MW 1:10-2:25*

***GRKM V4420***
**Greece and Turkey: Literature and Politics.**
Topics in the literature, culture and politics of Modern Greece and Turkey with a focus on the Cyprus problem. Competency in Greek or Turkish required. —Vangelis Calotychos
*MW 1:10-2:25*

***V4430***
**Greece and the Modern Imagination**
An examination of Philhellenism, the Hellenic Ideal in Europe and the Greek National response to it. —Stathis Gourgouris
*T 4:10-6:00*

# COMPARATIVE LITERATURE

320 Milbank Hall 854-8312
**www.barnard.edu/acad/courses/cl.htm**

The program is supervised by the Committee on Comparative Literature.

**Professors:** Helene Foley (Classics)[3], Serge Gavronsky (French), Maire Jaanus (English), Alfred Mac Adam (Spanish), Catherine Nepomnyashchy (Slavic), Marcia Welles (Spanish)[1]

**Associate Professors:** Peter T. Connor (Co-Chair), Erk Grimm (Co-Chair)[1], Nelson Moe, Maura Spiegel (English)

**Assistant Professors:** Claudine Frank (French), David Goldfarb (Slavic), Ross Hamilton (English), David Moerman (Asian and Middle Eastern Studies), Rebecca Stanton (Slavic), Elizabeth Weinstock (English), Nancy Woman (Classics)

**Senior Lecturers:** James Crapotta (Spanish)[1], Cary Plotkin (English)

[1]Absent on leave 2004–05.
[2]Absent on leave Autumn term.
[3]Absent on leave Spring term.

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study both historically and across national boundaries. In consultation with her adviser, the student will shape a program that will give her a foundation in her two central literatures and in one major period, genre, theme, or theoretical issue.

## Requirements for the Major

To enter the program a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult the chair. Each student, after consultation with the chair, chooses an adviser from one of her two literature departments. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take Comparative Literature and Society BC 3001 and 14 courses normally to be chosen from the following categories:

**One** course in appropriate classical texts chosen from The Classical Tradition (CLLT W 4300), Introduction to the Hebrew Bible (REL V 3201), and Introduction to the New Testament (REL V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHU V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the adviser.

**One** course in literary theory. Students will normally be expected to satisfy this requirement by taking CSO V 3950 The Junior Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENG BC 3194, FRE BC 3048 (x or y), CLEN W 4902.

**Three** courses from **each of two** literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.

**Five** elected courses in literature or literary theory (studied in the original or in translation) related to the student's individual program.

**One** course, either an appropriate seminar or a tutorial, for the writing of a senior thesis.

The Senior Thesis must deal with material from at least the two central literatures in the student's major. In addition this thesis must treat, at least in part, the one period, genre, theme, or theoretical issue that has shaped the student's program. The choice of topic for this senior essay and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program. A detailed memorandum on planning the major is available from the chair and the Comparative Literature web site.

**Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the chair.**

## Courses of Instruction

*CPLS BC 3001x*
**Introduction to Comparative Literature**
Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality. —N. Worman
*3 points. MW 2:40–3:55*

*CPLS V 3950y*
**Junior Colloquium in Literary Theory**
An examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature. —D. Goldfarb
*4 points. TuTh 11:00–12:15 Limited to 18 students.*

*CPLS BC 3104y*
**Carmen and Her Sisters**
Myth of Carmen explored in relation to other literary heroines of the 18th and 19th centuries. Particular focus on the topics of gender, exoticism, music, and/or performance. —C. Frank
*3 points. Not offered in 2004–05.*

*CPLS BC 3106x*
**Genius and Madness**
An exploration of the intersection between lunacy, talent and inspiration as it is thematized in artistic and theoretical works from the late 18th century to the present. Texts by Kant, Schopenhauer, Nietzsche, Foucault, Büchner, Hölderlin, Poe, Kleist, Bernhard, Conrad, Gilman, and Mann. Films by Herzog, Blank, and Coppola. —Instructor TBA
*3 points. Not offered in 2004–05.*

*CPLS BC 3200y*
**The Verbal and Visual Arts**
Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature. —E. Grimm
*3 points. Not offered in 2004–05.*

*CPLS V 3223*
**Postwar East European Prose**
A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz Borowski, Czeslaw Milosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadás Peter, Danilo Kiš, Milorad Pavic, Milan Kundera, Josef Škvorecky, Tereza Boučkova, and others. —D. Goldfarb
*3 points. Not offered in 2004–05.*

*CPLS V 3235*
**Imagining the Self**

Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer, Virgil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts. —R. Stanton
*3 points.*

*CPLS V 3280y*
**Contemplation and Experimental Knowledge in Modern Literature and Art**

Origin of the concept of contemplation in Plato and Neoplantonists; contemplation as a form of spiritual practice in the 16th century; the place of contemplation in the industrialized world, with emphasis on its role in literature and the visual arts. Selections from Plato, Plotinus, Augustine, Ignatius, Weber, Proust, Weil, Heidegger; Beckett, Arendt; films by Eisenstein, Marker, and others; various art works. —P. Connor
*3 points.*

*CPLS V 3680y*
**Freud**

Origins and major concepts of psychoanalysis through close analysis of Freud's writings. Topics include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, parapraxes, the theory of dreams, fetishism. Readings include *The Interpretation of Dreams*, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers. —P. Connor
*3 points.*

*CPLS V 3675x*
**Mad Love**

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts. —A. Mac Adam
*3 points.*

*CPLS BC 3210y*
**Barroco**

An exploration of 17th- and 18th-century baroque literature, art, architecture, and music, followed by a comparative reading of neo-baroque, 20th-century phenomena in Europe, the United States, and Latin America. —A. Mac Adam
*3 points. Not offered in 2004–05.*

*CPLS BC 3125y*
**Opera and Literature/Opera as Literature**

What is an operatic text and how do we "read" it? An examination of the changing relationship between text and music in opera; operatic transformations of literature; opera's representation in literature; critical readings of opera (psychoanalytic, feminist, queer). Works by Monteverdi, Gluck, Mozart, Donizetti, Verdi, Wagner, Strauss, Debussy, and Britten. —J. Crapotta
*3 points. Not offered in 2004–05.*

*CLIA V3660y*
**Mafia Movies: *The Godfather* to *The Sopranos***

Examines representations of the mafia in American and Italian Film. Special attention to questions of ethnic identity and immigration. Comparison of different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. —N. Moe
*3 points. Time TBA*

*CPLC BC 3120x*
**The Poetics of the Mouth**

Explores the imagery of eating, drinking, spitting, choking, sucking (and other unmentionables) in relation to speaking style and character type. Readings from Greek poetry (e.g., Hesiod, tragedy, oratory) to modern theory (e.g., Kristeva, Powers of Horror). Bakhtin's *Rabelais and His World* provide an important frame for discussions. —N. Worman
*3 points. Time TBA*

*CPLS BC 3135*
**Imagining the Self**
Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic.—Works include Homer, Virgil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts.—BR. Stanton
*3 points.*

*CPSL V 3310*
**Sade/Masoch: Literature of Domination and Submission**
An attempt to recover the philosophical and political context of the works of the Marquis de Sade and Leopold von Sacher Masoch, to reassess major theories of sado-masochism, and to consider recent works in this tradition. The texts will raise questions of gender and power; psychology, aesthetics, and politics; narration and staging; nationalism, race, sexual identity; and socio-economic class. —D. Goldfarb
*3 points. Time TBA*

*CPLS V3680*
**Freud**
An examination of the origins and major concepts of psychoanalysis through the writings of Sigmund Freud, including *The Interpretation of Dreams*, the case histories (Dora, Rat Man, Wolf Man), and the metapsychological papers. Topics covered include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, parapraxes, the theory of dreams, fetishism. —P. Connor
*3 points*

*CLEN V 3705y*
**19th Century Comparative Fiction**
Readings in the 19th century novel and short story: works by Gogol, Dostoyevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focusing on the figures of the misfit, madman, criminal, feminist, and failed social aspirant, we will explore a range of anxieties surrounding the formation of 19th century male and female bourgeois subjectivity. —M. Spiegel
*3 points. Not offered in 2004–05.*

*CPLS V 3790y*
**Aesthetics of the Grotesque**
An examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film. Particular emphasis on exaggeration in style and on fantastic representations of the body, from the ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, M. Python. —E. Grimm
*3 points. Not offered in 2004–05.*

*ENG BC 3194x, y*
**Critical and Theoretical Perspectives on Literature**
**1. A History of Criticism**
**2. Literary Theory**
**3. Psychoanalytical Approaches to Literature**
**4. Post-modern Texts and Theory**

*CPLS BC 3997*
**Senior Seminar**
—Instructor TBA
***4 points***

*CPLS BC 3999x, y*
**Independent Research**
Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term.
*4 points.*

## COMPARATIVE LITERATURE COURSES TAUGHT IN OTHER DEPARTMENTS

(See relevant department listings in Asian and Middle Eastern Cultures, Classics, English, French, German, Italian, Slavic Languages, Spanish, and Women's Studies for details.)

*Asian Humanities AHUM V 3399, V 3400* Colloquium on Major Texts
*Classical Literature CLLT V 3132x* Classical Myth
*Classical Literature CLLT W 4300y* The Classical Tradition
*Comparative Literature/Swedish W 3610* Scandinavian Writing Since the 60s
*English ENGL BC 3997x 2.* Substance and Accident
*English ENGL BC 3997x 5.* Postcolonial Literature
*English ENGL BC 3140x 1.* Fable and Fantasy
*English ENGL BC 3140y 1.* Introduction to Film and Film Theory
*English ENGL BC 3158y* Medieval Literature
*English ENGL BC 3171x* The Novel
*English ENGL BC 3187* American Writers and Their Foreign Counterparts
*English ENGL BC 3190y* Global Literature in English
*English/Religion ENRE BC 33810* Literary Approaches to the Bible
*Finnish W 4206* Introduction to Finnish Culture
*French FREN BC 3042y 7.* African Cinema
*French FREN BC 3420–3421* Introduction to French and Francophone Studies, I and II
*French FREN BC 3047* French and Francophone Cultures
*Sec. 11x:* Blacks, Jews and Arabs in France
*Sec. 14y:* Marx in France
*Spanish Literature SPAN BC 3203* Women Poets of the Americas
*Theatre THTR BC 3150x–3151y* Theatre History
*Theatre THTR BC 3005x* Acting Social Comedy
*Theatre THTR BC 3166* Drama, Theatre, and Theory
*Women's Studies WMST BC 3137* Women and the Literature of the Resistance

### Recommended Courses of Related Interest (Taught in English)

*Asian Humanities AHUM W 4029x* Colloquium on Major Works of Japanese Thought, Religion, and Literature
*Asian Humanities AHUM W 4030y* Colloquium on Major Works of Japanese Thought, Religion, and Literature
*Czech CZCH W 4030y* Post-War Czech Literature
*English ENGL BC 3186* Modern Drama
*English ENGL BC 3176* The Romantic Era
*French FREN BC 3049* France on Film
*French FREN BC 3053* Seminar in Translation
*German GERM BC 3201x* Introduction to German Culture and Thought
*German GERM BC 3215x* From Text to Screen: German Literature and Film
*German GERM BC 3232y* From Decadence to Dada
*Italian ITAL W 4502x* Italian Cultural Studies I: From Unification to World War I
*Italian ITAL W 4503y* Italian Cultural Studies II: From World War I to the Present
*Polish POLI W 4110x* The Polish Novel
*Russian RUSS W 4010y* Russian Women in Literature and Culture
*Russian RUSS W 4070x* Nabokov
*Russian RUSS V 3220x* 19th-Century Russian Prose
*Russian RUSS V 3221y* 20th-Century Russian Prose
*Russian RUSS V 3222y* Tolstoy
*Spanish SPAN BC 3255* Image and Word: Crosscurrents in the Art and Literature of Hapsburg Spain
*Spanish SPAN BC 3203* Twentieth Century Women Poets of the Americas: Kindred Voices
*Ukrainian W 4021x* Introduction to Ukrainian Literature
*Yiddish W 3800* Readings in Yiddish Literature

# COMPUTER SCIENCE

450 Computer Science Building

854-2736; 939-7000
**www.cs.columbia.edu**

**Vice Chair for Undergraduate Education:** Alfred V. Aho,
513 Computer Science, 212-939-7067

**Department Representative:** Elizabeth Sklar, 460 CSB, 939-7021

**Professors:** Alfred V. Aho, Peter K. Allen, Theodore R. Bashkow (Emeritus), Peter Belhumeur, Steven K. Feiner, Zvi Galil, Jonathan L. Gross, Julia Hirschberg, Gail E. Kaiser, John R. Kender, Kathleen R. McKeown, Shree K. Nayar, Salvatore J. Stolfo, Joseph F. Traub, Stephen H. Unger, Henryk Wozniakowski, Yechiam Yemini, Minmalis Yannakakis, Henning J. Schulzrinne (Chair)

**Associate Professors:** Luis Gravano, Steven M. Nowick, Kenneth A. Ross, Jason Nieh

**Assistant Professors:** Adam Cannon, Stephen A. Edwards, Zeph Grunschlag, Tony Jebara, Angelos D. Keromytis, Tal Malkin, Vishal Misra, Ravi Ramamoorthi, Rocco Servedio, Elizabeth Sklar

**Adjunct Faculty:** Michah Lerner, George Wolberg

Computer science is the study of how to communicate and transform information. Developments in the field over the past few decades have profoundly changed society, and this effect is likely to accelerate in the future. Information processing techniques are being applied increasingly in the fields of medicine, business, law, science, and finance. The goal of the theoretical side of computer science is to characterize the inherent complexity of computations, including the issue of what problems are solvable. The goal of the applied side of the field is to design cost-effective computer systems that are easy and pleasant to use, including the possibility of "intelligent" systems that mimic some aspects of human behavior.

The bachelor of arts degree in Computer Science encourages students to obtain broad exposure to the arts, humanities, and social sciences while at the same time providing them with the appropriate Computer Science background necessary for graduate study or a professional career. Computers have an impact on nearly all areas of human endeavor, so the department also offers several courses intended for students who plan a Computer Science major or concentration.

## Program Overview

The Computer Science major offers maximum flexibility by providing students with a range of options for specializing their degree programs. Students study a common core of fundamental topics, supplemented by a "track" that identifies specific areas for deeper study. The *theory track* prepares students for advanced work in fundamental theoretical and mathematical aspects of computing, including analysis of algorithms, scientific computing, and complexity of problems. The *computer systems track* prepares students for careers in the computer industry as well as advanced study in such areas as software engineering, operating systems, programming languages, user interfaces, and computer architecture. The *intelligent systems track* provides specialization for students interested in artificial intelligence, natural language processing, computer vision, and robotics. A *self-defined track* is available to students who wish to pursue their own courses of study under the guidance of a faculty adviser. A student planning a self-defined track should be aware that one additional Computer Science course is required to complete this option.

Academic computing needs are met by University computing facilities, which include a variety of networked workstations, such as SUN. Students can also work in a PC or MAC environment. Qualified majors often serve as consultants at the Computer Center.

## Introductory Courses

There are several different introductory courses in computer programming. Students may elect only one of them for degree credit. **The only acceptable introductory course for the major is COMS W 1007 or W 1009.** (A minimum score of 11 on the Basic Math Skills test is required for admissions to COMS W 1007 or any COMS course except W 1001.) Virtually all students should start with W 1007 *Introduction to Computer Science,* even if they come with advanced standing. By taking an introductory course early in their college years, non-majors are able to use the computers more effectively in their upper-level studies in other departments and majors can more easily complete the requirements.

After COMS W 1007, the student should work on completing the remaining 5 courses of the COMS core. COMS W 1007 should be followed by W 3203 *Discrete Mathematics* and W 3137 *Data Structures and Algorithms.* Following that, students should take COMS W 3824 *Computer Organization,* W 3261 *Theory of Computation,* and W 3157 *Advanced Programming.* These 3 courses can be taken in any order the student finds convenient. On completing the core, the student is now prepared to decide which track to take.

The primary programming language for the undergraduate majors is Java. This is taught in COMS W 1007 and is heavily used thereafter. Students majoring or minoring in Computer Science should take COMS W 1007 and W 3137, rather than COMS W 1003 and W 3133. An honors sequence is available. Interested students should consult the Department Representative. The C programming language, required for some of the advanced electives, is taught in COMS W 3157 along with advanced programming techniques.

## Requirements for the Major

Students who plan to major in Computer Science should see the Department Representative by the start of the sophomore year.

*Courses:* 41 or 44 points. Required COMS courses, 20 points: COMS W 1007, W 3137, W 3157, W 3203, W 3261, W 3824. Required mathematics course, 3 points: one semester of calculus. Each student must also fulfill the track elective requirement by selecting either a 12-point "area track" or the 15-point "self-defined track" option. Supplemental elective requirement, 6 points: any 6 points chosen from W 3823, W 3902, W 3998, or courses numbered 4000-level or higher beyond the track selection.

*Theory Track,* 12 points: for students interested in theoretical aspects of computer science, including algorithmic analysis, problem complexity, and computational modeling: the three courses COMS W 4231, W 4236, W 4241, and either COMS W 4203 or W 4205.

*Computer Systems Track,* 12 points: for students interested in the design and implementation of software and/or hardware systems; four COMS courses numbered COMS W 41xx, W 38xx, or W 48xx, at least one of which is W 41xx and at least one of which is either W 38xx or W 48xx. COMS W 3824 does not count toward this track. (COMS/Phil W 4801 and COMS/Phil W 4802 are not acceptable in this track.)

*Intelligent Systems Track,* 12 points: for students interested in the design and implementation of systems that are capable of modifying their own behavior or of providing a human-like interface: either four of the courses (several of these will be offered each year) W 4701, W 4705, W 4721, W 4725, W 4731, W 4733, W4735 and W 4771, or three of those courses and one additional course from among W 4111, W 4160, W 4999: *Computing and the Humanities*, W4165, and W4501.

*N.B.:* Occasionally a section of COMS W 4995 and/or W 4996 will qualify as a substitute within a track, if the relevant track adviser approves.

*Self-Defined Program Option*, 15 points: any 15 points chosen from COMS W 3823 or those numbered at the 4000-level (except COMS W 4901), for which the student is able to obtain the support of a COMS faculty member willing to serve as that student's program sponsor and adviser. Finding such a sponsor/adviser is the responsibility of the student.

*Note:* A second semester of calculus is prerequisite to some courses in some tracks. It is also a typical admissions requirement for graduate degree programs in Computer Science and for some forms of professional education, including but not limited to medicine and business.

## Requirements for the Minor

Courses: 23 points. Required COMS courses, 20 points: COMS W 1007, W 3203, W 3139, W 3157, W 3261, and W 3824; plus any 3 points chosen from COMS W 3823, W 3902, W 3998, or courses numbered 4000-level or higher. Complete descriptions and course listings are available at **www.cs.columbia.edu** or in the Computer Science Department.

### Departmental Representatives

Professor Elizabeth Sklar, 460 CSB, (939-7021, or sklar@cs.columbia.edu), for all Barnard students. Anamika Singh, Academic Records Administrator, 450 Computer Science Building, (x48112 or 939-7002, or anamika@cs.columbia.edu).

Office hours will be posted at 450 Computer Science Building (939-7000). Students may send questions via electronic mail.

## Courses of Instruction

***Students may not receive credit for taking COMS W 1001 either concurrently or after having taken one of the following: COMS W 1003, W 1005, W 1007, W 1009. Students may receive credit for only one of the following courses: COMS W 1003, W 1005, W 1007, W 1009.***

***COMS W 1001x and y***
**Introduction to Computers**

General introduction to computer science, including the design of algorithms and computer hardware, as well as hands-on experience with applications such as spreadsheets, databases, and the World Wide Web. Introductory Programming in Java. Intended primarily for students in the humanities and not available to engineering students. —A. Cannon
*3 points.*

***COMS W 1003x or y***
**Introduction to Computer Science and Programming in C**

General introduction to Computer Science concepts and programming skills in C. Intended primarily for engineering students. Structured program design. Taught in C. Because computer science concepts will be introduced during the lectures and programming skills in C during the labs, students must register for both sessions.
—A. Aho
*Corequisites: The Lecture consists of 1.5 credits and the Lab session for another 1.5 credits. Students must register for both the lecture and the lab session (COMS W1113).*
*3 points.*

*COMS W 1004x, y*
**Introduction to Computer Programming in Java**

General introduction to Computer Science designed to prepare students with no prior CS experience for the major. Taught in Java. The course develops an understanding of fundamental concepts and skills that are critical to the CS Core. It provides some programming background in Java and teaches baseline Unix abilities in preparation for COMS 1007, Introduction to Computer Science. Because computer science concepts will be introduced during the lectures and programming skills in Java during the labs, students must register for both sessions. —A. Aho
*Corequisites: The Lecture consists of 1.5 credits and the Lab session for another 1.5 credits. Students must register for both the lecture and the lab session (COMS W1114).*
*3 points.*

*COMS W 1007x or y*
**Introduction to Computer Science**

Introduction to the most important concepts underlying the field of Computer Science. Taught in Java. The course reinforces fundamental concepts and skills central to the CS Core and teaches students how to write effective computer programs in Java. —A. Cannon
*Prerequisites: COMS W1004 or a grade of 4 or 5 on the Computer Science AP exam plus successful completion of COMS W1007.*
*3 points.*

*COMS W 1009x*
**Honors Introduction to Computer Science**

An honors-level introduction to computer science, intended primarily for students considering a major in computer science. Computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. Implementing abstractions using data structures and algorithms. Taught in Java. —J. Kender
*Prerequisites: COMS W1004.*
*3 points.*

*ECBM E 3060x*
**Introduction To Genomic Information Science and Technology**

Introduction to the information system paradigm of molecular biology. Representation, organization, structure, function and manipulation of the bio-molecular sequences of nucleic acids and proteins. The role of enzymes and gene regulatory elements in natural biological functions as well as in biotechnology and genetic engineering. Recombination and other macromolecular processes viewed as mathematical operations with simulation and visualization using simple computer programming. This course shares lectures with ECBM E4060, but the work requirements differ somewhat.
*3 points*

*COMS W 3101x, y*
**Programming Languages**

Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections meet for two hours per week for six weeks of the term. May be repeated for credit if different languages are involved. Languages typically offered are: C, C++, C#, Java. Other languages may also be offered. —Instructor TBA
*Prerequisites: Fluency in at least one programming language.*
*1 point.*

***COMS W 3133x or y***
**Data Structures in C**

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, and garbage collection. Storage management. Rudiments of the analysis of algorithms. Not intended for computer science majors. Taught in C. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.
—Instructor TBA
*Prerequisite: COMS W 1003 or knowledge of C.*
*3 points.*

***COMS W 3134x or y***
**Data Structures in JAVA**

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139. —Instructor TBA
*Prerequisite: COMS W 1004 or knowledge of Java.*
*3 points.*

***COMS W 3137x and y***
**Data Structures and Algorithms**

Data types and structures: Arrays, stacks singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.
—x: P. Allen; y: TBA
*Prerequisite: COMS W 3157*
*4 points.*

***COMS W 3139y***
**Honors Data Structures and Algorithms**

An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.
—Instructor TBA
*Prerequisite: COMS W 3157*
*4 points.*

***COMS W 3157x or y***
**Advanced Programming**

Practical introduction to programming techniques and tools for professional software construction. Provides overview of C for students with Java background, with emphasis on systems-level programming. Tools for debugging, profiling, source code management and common abstractions such as serialization, web-based programming, RPC, scripting and multi-language programming are covered. Systems-level programming skills for programming are covered. Systems-level programming skills for common operating systems are also emphasized. Lab Required (COMS W3257).
—E. Sklar
*Prerequisite: COMS W 1007 or W1009*
*4 points.*

*COMS W 3203x or y*
**Discrete Mathematics: Introduction to Combinatorics and Graph Theory**
Mathematical induction, counting arguments (permutations and combinations, elementary finite probability, generating functions, recurrence relations, inclusion-exclusion principle) and topics in graph theory (isomorphism, planarity, circuits, trees, and directed graphs).
—x: J.L. Gross; y: Z. Grunschlag
*Prerequisite: Any introductory computer-programming course.*
*3 points.*
*Computer Science 150*

*COMS W 3210y*
**Scientific Computation**
Introduction to computation on digital computers. Design and analysis of numerical algorithms. Numerical solution of approximation equations, integration, recurrences, differential equations. Introduction to Monte Carlo methods. Properties of floating point arithmetic. Applications to computational finance, computational science, and computational engineering. —J. Traub
*Prerequisites: Two terms of calculus.*
*3 points.*

*COMS W 3251x*
**Computational Linear Algebra**
Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits.
Science requirement: partial fulfillment.
—Instructor TBA
*Prerequisites: Two terms of calculus.*
*3 points.*

*COMS W 3261x, y*
**Computer Science Theory**
Computability and models of computation. Regular languages, finite automata, regular grammars, nondeterminism, regular expressions. Context-free languages, push-down automata, context-free grammars, parsing. Turing machines, general grammars, computability, the Chomsky hierarchy, the Church-Turing thesis, computational complexity theory, intractability and NP-completeness and other models of computation. —Z. Grunschlag
*Prerequisites: COMS W 3139 and W 3203.*
*3 points.*

*CSEE W3827x and y*
**Fundamentals of Computer Systems**
Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flip-flops and latches, counters and state machines, basics of combinational and sequential digital design. Assembly language, instruction sets, ALU's, single-cycle and multicycle processor design, introduction to pipelined processors and caches. Science requirement: partial fulfillment.—S.Unger.
*Prerequisites: An introductory programming course, COMS W1007 or W1009, or the equivalent.*
*3 points*

*COMS W 3902x, y*
**Undergraduate Thesis**
An independent theoretical or experimental investigation by a BS or BA candidate of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one semester, in which case the grade will be deferred until all 6 points have been completed.
*Prerequisite: Agreement by a faculty member to serve as thesis adviser. Consult the department for section assignment.*
*0–6 points.*

***COMS W 3995x, y***
**Special Topics in Computer Science**
Special topics arranged as the need and availability arise. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit.
—Instructor TBA
*Prerequisite: Permission of the instructor.*
*3 points.*

***COMS W 3998x, y***
**Undergraduate Projects in Computer Science**
Independent projects involving laboratory work, computer programming, analytical investigation, or engineering design. —Staff
*Prerequisite: Approval by a faculty member who agrees to supervise the work. May be repeated for credit, but not for a total of more than 3 points.*
*0–3 points.*

***ECBM E 4060x***
**Introduction to Genomic Information**
Introduction to the information system paradigm of molecular biology. Representation, organization, structure, function and manipulation of the biomolecular sequences of nucleic acids and proteins. The role of enzymes and gene regulatory elements in natural biological functions as well as in biotechnology and genetic engineering. Recombination and other macromolecular processes viewed as mathematical operations with simulation and visualization using simple computer programming.
*3 points*

***COMS W 4111x, y***
**Database Systems**
The fundamentals of a database design. Review of file organization and access methods. Relational network, and hierarchical views of databases, including the appropriate query languages and implementations. Parsing and optimization of queries; reliability, security, and integrity of databases; techniques of data compression and encryption. A programming project is required.
—x: G. Kaiser; y: K. Ross
*Prerequisites: COMS W 3157 and CSEE 3824, or permission of the instructor.*
*3 points.*

***COMS W 4115x and y***
**Programming Languages and Translators**
Covers language design issues; syntax; the translation process; names, locations, and values; control structures; data types; input and output; procedures and parameters; nesting and scope; definition of new data types; dynamically varying structure; applicative languages; exception handling; parallel processing; and separately compiled modules. A large language implementation project is required.
—x: S. Edwards; y: A. Aho
*Prerequisites: COMS W 3157, W 3261, and CSEE 38274, or permission of the instructor.*
*3 points.*
*Computer Science 152*

***COMS W 4117x or y***
**Compilers and Interpreters**
Continuation of COMS W4115, with broader and deeper investigation into the design and implementation of language translators, be they compilers or interpreters. Topics include: parsing, semantic analysis, code generation and optimization, run–time environments, and compiler–compilers. A programming project is required.
*Prerequisites: COMS W4115 or permission of the instructor.*
*3 points*

***COMS W 4118x, y***
**Operating Systems I**

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required. —J. Nieh
*Prerequisites: CSEE W 3827, and knowledge of C and programming tools as covered in COMS W 3157 or W 3101, or permission of the instructor.*
*3 points.*

***COMS W 4119x and y***
**Computer Networks**

The design of system software to support computer networks, layered protocol architecture, and distributed operating systems. A programming project is required. —Y. Yemini; V.Misra
*Prerequisite: COMS W 4118.*
*3 points.*

***COMS W 4156x***
**Advanced Software Engineering**

Theory and practice of process life cycle, project planning, requirements capture, software design, team programming, unit and integration testing, system delivery and maintenance, process and product evaluation and improvement. One or more recent process approaches—such as pair programming, extreme/agile programming, unified software process, and component–based software engineering models—such as CORBA, COM, EJB. The course centers on a substantial group project involving team meetings.
*Prerequisite: Instructor's permission assumes significant prior software development experience.*
*3 points.*

***COMS W 4160y***
**Computer Graphics**

Previous familiarity with C and UNIX is recommended. An intensive introduction to computer graphics. Graphics hardware, design of graphics packages, interaction techniques, geometric transformations, 3-D viewing and projections, raster scan conversion algorithms, image synthesis, visible surface determination, lighting and shading, representation of 3-D shapes, object modeling and hierarchy, color, and animation. Advanced topics as time permits. Emphasis is on implementation of important graphics algorithms. —R.Ramamoorthi
*Prerequisites: COMS W 3139 and either W 3157 or W 4156.*
*3 points.*

***COMS W 4162x or y***
**Advanced Computer Graphics**

Topics to be covered include mathematical foundations of graphics, geometric modeling and other specialized topics as time permits such as animation, simulation and non–photo realistic rendering. Emphasis will be laid on technical aspects as well as implementation of geometric and numerical algorithms. —R.Ramamoorthi
*Prerequisites: COMS W 4160 Computer Graphics or permission of the instructor. Note: Course will be taught every two years.*
*Computer Science 153*

***COMS W 4165x***
**Computational Techniques in Pixel Processing**

An intensive introduction to image processing intended for graduate students and advanced undergraduates. Topics include digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state-of-the-art in special effects. These topics form the basis of high-quality rendering in computer graphics, as well as low-level processing for computer vision, remote sensing, and medical imaging. Emphasis on computational techniques for implementing useful image-processing functions. Several programming assignments aimed at reinforcing the material covered in class. —TBA
*Prerequisites: COMS W 3157, W 3251 (recommended) and a good working knowledge of UNIX and C.*
*3 points.*

***COMS W 4170x***
**User Interface Design**
Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects will be required. —S. Feiner
*Prerequisite: COMS W 3157.*
*3 points.*

***COMS W 4180 x or y***
**Network Security**
Introduction to network security concepts and mechanisms. Measures may be employed in countering such threats. It is important to understand the concepts and tools available in order to assume an appropriate security posture. The course will provide the necessary foundation on network security and an in depth review of commonly used security mechanisms and techniques. Topics include: security threats and network–based attacks, applications of cryptography, authentification, access control, intrusion detection and response, security protocols (IPsec, SSL, Kerberos), denial of service attacks and defenses, viruses and worms, software vulnerabilities, web security, wireless security, and privacy —A. Keromytis
*Prerequisite: COMS W 3139 and W4119, or permission of the instructor.*
*3 points.*

***COMS W 4201y***
**Theory of Complexity**
Theory of computation, structure of complexity classes, computational complexity theory, feasible and infeasible computations. —Instructor TBA
*Prerequisites: COMS W 3261 or permission of the instructor.*
*3 points.*

***COMS W 4203y***
**Graph Theory**
General introduction to graph theory, emphasizing algorithms. Eulerian paths and circuits, shortest paths, trees, minimum spanning trees, the number of spanning trees, bipartite matching, vertex colorings, edge colorings, imbedding on surfaces, enumeration. —J. Gross
*Prerequisite: COMS W 3203.*
*3 points.*

***COMS W 4205x***
**Combinatorial Theory**
Permutations and combinations, generating functions, recurrence relations, the inclusion-exclusion method. Polya's enumeration methods. Other topics as time permits. —J. Gross
*Prerequisites: COMS W 3203 and a course in calculus.*
*3 points.*
*Computer Science 154*

***COMS W 4231x***
**Analysis of Algorithms I**
Introduction to the design and analysis of efficient algorithms. Topics covered include: models of computation, efficient sorting and searching, algorithms for algebraic problems, graph algorithms, dynamic programming, probabilistic methods, approximation algorithms, and NP-completeness. Note: This course is same as CSOR W4231
—M. Yannakakis
*Prerequisites: COMS W 3139 and W 3203.*
*3 points.*

*COMS W 4236y*
**Introduction to Computational Complexity**

Develop a quantitative theory of the resources needed for computing and the impediments to efficient computation. The models of computation considered include finite or infinite, deterministic or probabilistic, discrete or algebraic, sequential or parallel. —M. Yannakakis
*Prerequisite: COMS W 3139.*
*3 points.*

*COMS W 4241x*
**Numerical Algorithms and Complexity**

Modern theory and practice of computation on digital computers. Introduction to concepts of computational complexity. Design and analysis of numerical algorithms. Applications to computational finance, computational science, and computational engineering. —J. Traub
*Prerequisite: Knowledge of a programming language. Some knowledge of scientific computation is desirable.*
*3 points.*

*COMS W 4252x or y*
**Introduction to Computational Learning Theory**

Possibilities and limitations of performing learning by computational agents. Topics include computational models of learning, polynomial time learnability, learning from examples and learning from queries to oracles. Computational and statistical limitations of learning. Applications to Boolean functions, geometric functions, automata. Learning algorithms for models of neural computation.
*Prerequisites: COMS4231 or COMS4236 or permission of instructor.*
*3 points*

*COMS W4261x or y*
**Introduction To Cryptography**

An introduction to modern cryptography, focusing on the complexity-theoretic foundations of secure computation and communication in adversarial environments. The emphasis in the class is on a rigorous approach, based on precise definitions and provably secure protocols. Topics include private and public key encryption schemes, digital signatures, authentication, pseudorandom generators and functions, one-way functions, trapdoor functions, number theory and computational hardness, identification and zero knowledge protocols.—T.Malkin
*Prerequisites: Comfort with basic discrete math and probability. Recommended: COMS W3261 or COMS W4231.*
*3 points*

*COMS W 4400x, y*
**Computers and Society**

The impact of computers on political, social, and economic processes. Evaluation of the positive and negative contributions of computers. Case studies from banking, law, medicine, and television. Privacy and security of data banks. How society can direct the development of computer applications.—S. Unger
*Prerequisite: An introductory course in computer programming. Course is not acceptable as a technical elective; it is acceptable as a nontechnical elective.*
*3 points.*

*COMS W 4405x*
**Computer Science Education**

Methods and techniques for teaching computer science. Computing tools for education. In-class and distance-learning computer tools and techniques. Hands-on experience in leading a recitation section for an introductory computer science class.
*Prerequisite: COMS W 3157.*
*3 points. Not offered in 2004–05*
*Computer Science 155*

***COMS W 4444x***
**Programming and Problem Solving**

Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required. —K.Ross
*Prerequisites: COMS W3139 and W3827.*
*3 points*

***COMS W 4701x, y***
**Artificial Intelligence**

Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space representations, problem reduction, means-end analysis, and-or graphs. heuristic searching, predicate calculus, resolution theorem proving, Horn clause theorem proverbs, AI systems and languages, issues of knowledge representation, learning and concept formation, LISP programming, and other topics as time permits. —x: K. McKeown; y: S. Stolfo
*Prerequisite: COMS W 3139.*
*3 points.*

***COMS W 4705x***
**Natural Language Processing**

Topics such as information extraction, text summarization, spoken language, machine translation, and language processing for the Internet. Particular attention is given to robust techniques, which can handle understanding and generation for the large amounts of text on the web. Computer exercises in several of these areas. —J. Hirschberg
*Prerequisite: COMS W 3139. Recommended preparation: Some prior or concurrent exposure to AI and LISP.*
*3 points.*

***COMS W 4721y***
**Advanced Intelligent Systems**

Focus is on current methods of implementing AI expert systems. Topics include the structure of problem solving engines and knowledge bases for expert performance; problem taxonomies; methods to automate the acquisition of human experiential knowledge; methods to automate the explanation of problem solving behavior; and examples of existing expert systems and their application areas. —Instructor TBA
*Prerequisite: COMS W 4701.*
*3 points.*

***COMS W 4725x or y***
**Knowledge Representation and Reasoning**

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. A selection of some advanced topics such as hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Particular attention is paid to design tradeoffs throughout, between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications. —Instructor TBA
*Prerequisite: COMS W 4701.*
*3 points.*

***COMS W 4731x, y***
**Computer Vision**

Covers the fundamentals of vision with special emphasis on early process and recovery techniques. Topics include: image formation and optics, image sensing, binary images, image processing and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2-D and 3-D object representation, object recognition,

vision systems and applications. —S. Nayar
*Prerequisite: Fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course. An introductory course in computer vision. No previous knowledge of vision is assumed.*
*3 points.*

***COMS W 4733x, y***
**Computational Aspects of Robotics**
Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics; computer architectures for robotics; integration and uses of sensors; world modeling systems; design and use of robotic programming languages; and applications of artificial intelligence for planning, assembly, and manipulation. —P. Allen
*Prerequisite: COMS W 3139*
*3 points.*

***COMS W 4735x or y***
**Visual Interfaces To Computers**
Visual input as data and for control of computer systems. Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence.
*Prerequisites: COMS W3139.*
*3 points*

***CBMF W 4761x or y***
**Computational Genomics**
Computational techniques for analyzing and understanding genomic data, including DNA, RNA, protein and gene expression data. Basic concepts in molecular biology relevant to these analyses. Emphasis on techniques from artificial intelligence and machine learning. String-matching algorithms, dynamic programming, hidden Markov models, expectation-maximization, neural networks, clustering algorithms, support vector machines. Students with life sciences backgrounds who satisfy the prerequisites are encouraged to enroll. —Instructor TBA
*Prerequisites: Either (1) ECBM E4060 or (2) COMS W1007 or W1003 and SIEO W4150 or SIEO W3600.*
*3 points*

***COMS W 4771x, y***
**Machine Learning**
Course material: approaches, strategies, and algorithms for machine learning and knowledge acquisition. Topics include generalization and inductive inference, statistical pattern recognition, knowledge discovery in databases, connectionist learning, and genetic algorithms. Algorithms include version spaces, decision tree, CART, and Bayesian classifiers; students are expected to implement several algorithms in LISP (preferred) or C. —T. Jebara
*Prerequisite: Any introductory course in linear algebra is required. Knowledge of W4701, Artificial Intelligence is highly recommended.*
*3 points.*

***CSEE W4823x or y***
**Advanced Logic Design**
An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modeling (RTL); algorithmic state machines (ASM's); introduction to hardware description languages (VHDL or Verilog); system-level modeling and simulation; design examples. —S.Nowick
*Prerequisite: CSEE 3827 Fundamentals of Computer Systems, or the equivalent.*
*3 points.*

*CSEE W 4824x*
**Computer Architecture**
Introduction to modern computer architecture. Focuses on advanced topics, illustrated by recent case studies. Topics include fundamentals of quantitative analysis, basics of pipelining, advanced pipelining, caches, memories, storage systems, multiprocessors. —S. Nowick
*Prerequisites: CSEE W 3827 or the equivalent.*
*3 points.*

*COMS W 4825x*
**Digital Systems Design**
Dynamic logic, field programmable gate arrays, logic design languages, multipliers. Special techniques for multi-level NAND and NOR gate circuits. Clocking schemes for one and two-phase systems. Fault checking: scan method, built-in test. Survey of logic simulation methods. Other topics to be added as appropriate. —S. Unger
*Prerequisite: CSEE W 3827*
*3 points.*

*CSEE W 4840y*
**Embedded Systems**
Embedded system architecture and programming. I/O, interfacing, and peripherals. Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required. Lab required. —S. Edwards.
*Prerequisites: ELEN E3910 or COMS W3843 or the equivalent.*
*3 points*

*CSEE W 4861y*
**Computer-Aided Design of Digital Systems**
Topics include hands-on design projects using commercial CAD tools, the theory behind the tools, modern digital system design (the VHDL language, Register-Transfer Level modeling, algorithmic state machines, designing a micro architecture), controller synthesis and optimization (FSMs), exact and heuristic 2-level logic minimization, multi-level logic optimization, technology mapping, binary decision diagrams (BDDs), and introduction to testability. —S. Nowick
*Prerequisites: COMS W 3827 and W 3137, W 3133 or W 3139 or the equivalent.*
*3 points.*

*COMS W 4901x, y*
**Projects in Computer Science**
A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for more than a total of 3 points of degree credit. —Staff
*Prerequisite: Approval by a faculty member who agrees to supervise the work.*
*0–3 points.*

*COMS W 4995x, y*
**Special Topics in Computer Science**
Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. —Instructor(s) TBA
*Prerequisite: Permission of the instructor.*
*3 points.*

*COMS W 4999x or y*
**Computing and the Humanities**
Text databases. Language applications, such as machine translation, information and retrieval, and computational stylistics (determining authorship). Digital library applications, including issues in text acquisition, text markup, networking display, and user interfaces. Educational applications. Legal reasoning, history applications involving inferencing and databases. —Instructor TBA
*3 points.*

# DANCE

204 Barnard Hall Annex 854-2995
**www.barnard.edu/dance**

**Professors:** Allegra Kent (Adjunct), Lynn Garafola (Term)

**Profesor Emerita & Senior Scholar:** Sandra Genter

**Associate Professors of Professional Practice:** Mary Cochran (Chair), Donlin Foreman[1]

**Assistant Professor:** Paul Scolieri (Term)

**Senior Associate:** Katie Glasner

**Director of Dance/Artistic Director:** Janet Mansfield Soares

**Lecturers:** Heléne Alexopoulous, Mary Lisa Burns, Maguette Camara, Tessa Chandler, Jennifer Emerson, Scott Failla, Katiti King, Gloria Marina, Jeff Moen, Margaret Morrison, Sabrina Pillars, Barbara Sandonato, Risa Steinberg, Kathryn Sullivan, Karla Wolfangle,

**Artists in Residence:** Tina Fehlandt (Autumn), TBA (Spring)

**Associates:** Uttara Coorlawala, Nina Hennessey, Nathalie Jonas, Elizabeth Pearlman, Colleen Thomas

**Technical Director:** Rhonda Rubinson

**Musician Coordinator:** Gilles Obermayer

[1]Absent on leave 2004–05.

The Barnard Dance Department seeks to develop technical versatility in dance performance, skill and originality in choreography, and critical understanding of the art of dance as a part of history and culture. Emphasis is placed on performing opportunities in ballet and modern idioms each semester, and on the encouragement of each student's growth as a creative artist.

Studios and theaters in New York City provide Barnard students opportunities to study and view an array of dance, while major libraries and dance institutions offer rich possibilities for research. The Dance Department regularly invites guest artists to teach and choreograph throughout the year.

All dance courses except Senior Seminar are open to students who meet the prerequisites. Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

Students contemplating a dance major should consult with a member of the department in their first year. Declaration of the major requires departmental approval.

## Requirements for the Major

I. Majors must fulfill an 11 course requirement to include BC 3591 *Senior Seminar for Dance,* one course in dance history (BC 2565 or BC 2566), one in movement science (BC 2561 or BC 2562), one in dance composition (BC 2563 or BC 2564), and one with a significant writing component (such as BC 2570, BC 3574, BC 3576, or BC 3577). Majors normally take two technique courses per semester: a minimum of eight points of dance technique courses are required. Under the supervision of the dance faculty, seniors are expected to present a final thesis to demonstrate their acquired skill and knowledge of dance. The thesis may be in written form or in performance. Research papers should be 25–30 pages in length. For the performance requirement, a student must perform in one of the following two categories: (1) in repertory and (2) in her own choreography. Students may elect to fulfill the thesis requirement by taking either BC 3592 or BC 3593 as part of the 11 course requirement. The remaining courses for the major may be selected from the following:

| | |
|---|---|
| DNCE BC 2501 | *Biomechanics for the Dancer: Theory and Practice* |
| DNCE BC 2555 | *Ensemble Dance Repertory: Modern* |
| DNCE BC 2556 | *Ensemble Dance Repertory: Ballet* |
| DNCE BC 2558 | *Evolution of Classic Spanish Dance* |
| DNCE BC 2560 | *Exploring Dance: An Introduction to Dance as an Art Form* |
| DNCE BC 2561 | *Applied Anatomy for Human Movement* |
| DNCE BC 2563 | *Dance Composition: Form* |
| DNCE BC 2564 | *Dance Composition: Content* |
| DNCE BC 2565 | *History of Dance I: Multicultural Perspectives* |
| DNCE BC 2566 | *History of Dance II: Renaissance to the Present* |
| DNCE BC 2567 | *Music for Dance* |
| DNCE BC 2570 | *Dance in New York City* |
| DNCE BC 2580 | *Tap as an American Art Form* |
| DNCE BC 3000 | *From the Page to the Dance Stage* |
| DNCE BC 3099 | *Independent Study* |
| DNCE BC 3200 | *Dance in Film* |
| DNCE BC 3565 | *Group Forms: Advanced Dance Composition* |
| DNCE BC 3567 | *Dance in East Asia* |
| DNCE BC 3570 | *Latin American and Caribbean Dance: Identities in Motion* |
| DNCE BC 3571 | *Solo Repertory: Performance Styles* |
| DNCE BC 3572 | *Dance Production* |
| DNCE BC 3574 | *Seminar on Contemporary Choreographers and Their Works* |
| DNCE BC 3576 | *Dance Criticism* |
| DNCE BC 3577 | *Performing the Political* |
| DNCE BC 3590 | *Rehearsal and Performance in Dance (for 3 points)* |
| DNCE BC 3591 | *Senior Seminar in Dance* |
| DNCE BC 3592 | *Senior Project: Research for Dance x,y* |
| DNCE BC 3593 | *Senior Project: Repertory for Dance x,y* |
| DNCE BC 3982 | *Diaghilev's Ballet Russes and Its World* |

Note: If planning to study abroad, a Dance History course must be completed prior to Junior year.

II. A minimum of six points of dance technique courses above and beyond the two technique courses taken to fulfill the Physical Education requirement. Students are also encouraged to elect courses outside the department in pursuit of the historical and cultural context of dance.

## Requirements for the Minor

Six courses constitute a minor in Dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. Courses are to be selected on the basis of consultation with the department chair.

## Courses of Instruction

*DNCE BC 2501*
**Biomechanics for the Dancer: Theory and Practice**
Links conditioning skills, movement therapies, and neuromuscular patterning through the process of building strength, alignment, and awareness in essential musculature needed for foundational work in ballet and other forms of dance. —S. Pillars
*Prerequisite: Basic knowledge of dance technique in ballet or modern.*
*3 points.*

***DNCE BC 2555x, y (Modern Dance), 2556x, y (Ballet)***
**Ensemble Dance Repertory**

The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance. —T. Fehlandt (Autumn), Instructor TBA (Spring)
*Prerequisite: Intermediate level technique and permission of Instructor.*
*3 points.*

***DNCE BC 2558y***
**Evolution of Spanish Dance Style**

Study of Spanish dance and music from late 17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain. —G. Marina
*Research paper and presentation required. Prerequisite: BC 3250x or permission of the instructor.*
*3 points.*

***DNCE BC 2560x, y***
**Exploring Dance: An Introduction to Dance as an Art Form**

An introduction to the world of dance as an art form. The aesthetics of dance as a performing art are addressed, as well as the analysis of elements comprising a dance work. This will be combined with historical information and the viewing of both live and recorded dance performances. Provides an overview with appropriate readings, lectures, and written assignments. —L. Garafola
*3 points.*

***DNCE BC 2561y***
**Applied Anatomy for Human Movement**

Focuses on physical sciences that relate to human movement and emphasizes functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential. —S. Genter
*3 points.*

***DNCE BC 2563x***
**Dance Composition: Form**

The study of choreography as a creative art. The development and organization of movement materials according to formal principles of composition in solo and duet forms. Applicable to all styles of dance. —J. Soares
*Prerequisite: Permission of Instructor.*
*3 points.*

***DNCE BC 2564y***
**Dance Composition: Content**

Continued study of choreography as a communicative performing art. This semester of dance-making focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium, and on unity of style in each work. Group as well as solo compositions will be assigned. —M. Cochran
*3 points.*

***DNCE BC 2565x***
**History of Dance I: Multicultural Perspectives**

A survey of the major dance traditions of Africa, Asia, Europe, India, the Middle East, and the Americas. Lectures and discussions address primary written and visual sources, ethnographic and documentary films, workshops, and performances. —P. Scolieri
*3 points.*

*DNCE BC 2566y*
**History of Dance II: Renaissance to the Present**
Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance. —L. Garafola
*3 points.*

*DNCE BC 2567x*
**Music for Dance**
An intensive study of musicianship and musical literacy designed for students of dance. Analysis of the elements of rhythm, musical structure, texture, and style in the relationship of music to sound in the compositional process. —G. Obermayer
*3 points.*

*DNCE BC 2570x, y*
**Dance in New York City**
A study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students will observe the social environments in which various modes of dance works are created while researching the history of dance in New York City.
—L. Garafola, K. Glasner, P. Scolieri
*3 points.* *Fee: $125.*

*DNCE BC 2580*
**Tap as An American Art Form**
Studio/lecture format focuses on tap technique, repertory, improvisation; and the development of tap explored through American history, jazz music, films, videos, and biographies.
*Prerequisite: DNCE BC 1446 or equivalent experience.*
—M. Morrison
*3 points.*

*DNCE BC 3000y*
**From the Page to the Dance Stage**
The study of dance works which have their origins in the written word. Topics considered include: Is choreography a complete act of creative originality? Which literary genres are most often transformed into dance pieces? Why are some texts privileged with dance interpretation(s) and others are not? —S. Failla
*3 points.*

*DNCE BC 3200*
**Dance in Film**
A survey of Theatrical dance in the 20th century specific to film production. Five Kinds of dance films will be examined: musicals, non–musicals, documentaries, film essays and pure dance recording. —M. Aloff and K. Glasner.
*Prerequisite: DNCE BC 2566, DNCE BC 2570, FILM W 1001, Instructor's permission.*
*1–4 points.*

*DNCE BC 3565x, y*
**Group Forms: Advanced Dance Composition**
Advanced study in dance composition to include the creation of a trio, quartet, and quintet. Issues of structure and modes of expression will be addressed as they relate to ensemble choreography. Techniques employed by contemporary choreographers will be explored. Students will be encouraged to participate in music, architectural, and visual arts collaborations.
*Prerequisite: Two semesters of dance composition or permission of the instructor.*
*3 points.*

*DNCE BC 3567*
**Dance in East Asia**

Focus on the major dance genres and personalities in East Asia-China, Korea, and Japan—from two aspects: (1) continuity of traditional forms, with emphasis on the social, economic, and historical factors in their development; and (2) changes that have occurred from within and from outside the traditions.
*3 points. Not offered in 2004–05.*

*DNCE BC 3570y*
**Latin American and Caribbean Dance: Identities in Motion**

Examines the features of Latin American and Caribbean dance forms to uncover the ways in which dancing shapes national, racial, and gender identity. —P. Scolieri
*3 points.*

*DNCE BC 3571x*
**Solo Repertory: Performance Styles**

The study of solo excerpts from classical ballet and/or modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer's concept. —M. Cochran
*Prerequisite: Intermediate level technique and permission of instructor.*
*3 points.*

*DNCE BC 3572y*
**Dance Production**

The rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenographic techniques as they relate to specific dance repertory works. ——Staff
*3 points.*

*DNCE BC 3574x*
**Seminar on Contemporary Choreographers and Their Works**

Major ballet and modern dance choreographers since the 1950s will be discussed. Sources include assigned readings, film/video, and interviews with guest artists. Students attend live performances, write short analytical papers, and present a final research project. —L. Garafola
*Prerequisite: Introductory course in dance, music, theatre history, 20th century art history or permission of the instructor.*
*3 points.*

*DNCE BC 3576y*
**Dance Criticism**

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions. —M. Aloff
*3 points.*

*DNCE BC 3577y*
**Performing the Political: Embodying Change in American Performance**

An examination of ways in which political and social ideologies are embedded in American performance of the last 75 years. Topics include venues designed to support traditional values, as well as to propagandize, such as pageantry, worker's theatre and dance, and performance art. Reading and viewing assignments. —P.Scolieri
*3 points.*

*DNCE BC 3590x, y*
**Rehearsal and Performance in Dance**
Students take part in the full production of a dance as performers, choreographers, designers, or stage technicians. —J. Soares
*Prerequisite: Audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.*
*1–3 points.*

*DNCE BC 3591x*
**Senior Seminar in Dance**
Research and scholarly writing in chosen topics relating to dance. Methods of investigation will be drawn from prominent archival collections and personal interviews, as well as other resources. Papers will be formally presented to the Dance Department upon completion. —L. Garafola
*4 points.*

*DNCE BC 3592x, y*
**Senior Project: Research for Dance**
Independent study for research and writing (35-50–page thesis required). —Staff
*3 points.*

*DNCE BC 3593x, y*
**Senior Project: Repertory for Dance**
Independent study for preparing and performing repertory works in production to be presented in concert. —Staff
*3 points.*

*DNCE BC 3982*
**Diaghilev's Ballet Russes and Its World**
Examines the multifaceted revolution of Serge Diaghilev's Ballet Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as *Petrouchka, The Rite of Spring, Parade, Les Noces, and Prodigal Son*, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language. —L. Garafola
*Prerequisite: Introductory course in dance, music, theatre history, 20th century art history or permission of the instructor.*
*3 points. Not offered in 2004–05.*

## Dance Technique Courses

Level I courses, except for Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses **taken by non-dance majors** for credit over and above the physical education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

### *Modern Dance*

The study of contemporary dance based on the work of 20th-century innovators, including Cunningham, Graham, Humphrey, Limón, and others. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

*DNCE BC 1330x, 1331y*
**Modern I: Beginning Modern Dance**
—N. Jonas, E. Pearlman, P. Scolieri
*1 point.*

*DNCE BC 1332x, 1333y*
**Modern II: Advanced Beginning Modern Dance**
—J. Emerson, P. Scolieri
*1 point.*

*DNCE BC 2332x, 2333y*
**Modern III: Intermediate Modern Dance**
—M. Cochran, C. Thomas, K. Wolfangle
*1 point.*

*DNCE BC 2334x, 2335y*
**Modern IV: High Intermediate Modern Dance**
—T. Fehlandt, K. Wolfangle
*1 point.*

*DNCE BC 3332x, 3333y*
**Modern V: Advanced Modern Dance**
—M.L. Burns, M. Cochran, T. Fehlandt, J. Moen
*1 point.*

*DNCE BC 3335x, 3336y*
**Modern VI: High Advanced Modern Dance**
—x: R. Steinberg; y: M. L. Burns, J. Moen
*1 point.*

*DNCE BC 3334x, 3337y*
**Improvisation**
—M. Cochran
*1 point.*

### *Ballet*

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the spectrum of classical materials will be addressed at each level.

*DNCE BC 1135x, 1136y*
**Ballet I: Beginning Ballet**
—T. Chandler, K. Glasner, E. Pearlman
*1 point.*

*DNCE BC 1137x, 1138y*
**Ballet II: Advanced Beginning Ballet**
—T. Chandler, K. Glasner, K. Sullivan
*1 point.*

*DNCE BC 2137x, 2138y*
**Ballet III: Intermediate Ballet**
—K. Glasner, K. Sullivan
*1 point.*

*DNCE BC 2139x, 2140y*
**Ballet IV: High Intermediate Ballet**
—S. Pillars, B. Sandonato
*1 point.*

*DNCE BC 2143*
**Pointe: Basic Study of Pointe Work for Ballet**
Placement, stretch, balance, and strengthening *en pointe* at the barre, with beginning center study of relevés, bourrées, pirouettes, etc., in preparation for more advanced ballet technique.
—B. Sandonato, K. Sullivan
*Prerequisite: BC 2137x or y, or permission of the department.*
*1 point.*

*DNCE BC 3138x, 3139y*
**Ballet V: Advanced Ballet**
—K. Glasner, A. Kent, K. Sullivan
*1 point.*

*DNCE BC 3140x, 3141y*
**Ballet VI: Advanced Ballet with Pointe**
—A. Kent, H. Alexopoulos
*1 point.*

*DNCE BC 3142x, 3143y*
**Classic Variations**
—B. Sandanato
*Prerequisite/corequisite: DNCE BC 3138x, BC 3139y, or BC 3141y.*
*1 point.* *Not offered in 2004–05.*

## Dance Styles

The study of indigenous dance forms including African character, classical Spanish, jazz, musical theatre, and tap.

*DNCE BC 1247x, 1248y*
**Jazz I: Beginning Jazz Dance**
—K. King
*Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. Intermediate level in modern or ballet technique is required.*
*1 point.*

*DNCE BC 2248x, 2249y*
**Jazz II: Intermediate Jazz Dance**
—K. King
*Prerequisite: DNCE BC 1247, BC 1248 or Permission of the Instructor*
*1 point.*

*DNCE BC 2252x, y*
**African Dance I**
Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented. —M. Camara
*Prerequisite: Permission of the Instructor*
*1 point.*

***DNCE BC 2253x, y***
**African Dance II**
—M. Camara
*Prerequisite: DNCE BC 2252 or Permission of the Instructor*
*1 point.*

***DNCE BC 2254x***
**Classical Indian Dance**
Principles and practices of Bharata Natyam including the *adavu* movement system, *hasta* or hand gestures, narrative techniques, or *abhanaya*, as well as other classical Indian dance forms.
—V. Coorlawala
*1 point.*

***DNCE BC 3248x, 3249y***
**Jazz III: Advanced Jazz Dance**
—x: K.King; y: K. King
*Prerequisite: DNCE BC 2248x, y or permission of the Instructor*
*1 point.*

***DNCE BC 1445x, 1446y***
**Tap I: Beginning Tap Dance**
—M. Morrison
*Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. Intermediate level in modern or ballet technique is required.*
*1 point.*

***DNCE BC 2447x, 2448y***
**Tap II: Intermediate Tap Dance**
—M. Morrison
*Prerequisite: DNCE BC 1445x, 1446y, or permission of the Instructor.*
*1 point.*

***DNCE BC 3447x, 3448y***
**Tap III: Advanced Tap Dance**
—M. Morrison
*Prerequisite: DNCE BC 2447x, 2448y, or permission of the Instructor.*
*1 point.*

***DNCE BC 2450x, 2451y***
**Musical Theatre Dance**
—N. Hennessey
*Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or Permission of the Instructor. Intermediate level in modern or ballet technique is required.*
*1 point.*

***DNCE BC 2452x, y***
**Pilates for the Dancer**
Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment.
—E. Pearlman, S. Pillars
*Permission of instructor or DNCE BC 1330, 1331, 1135, 1136.*
*1 point.*

*DNCE BC 2455*
**Feldenkrais for Dancers: Awareness Through Movement**
Students develop sensory awareness of their skeletal structure and individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention and recovery, permanent skill acquisition, and increased strength/coordination result from the discovery and release of habitual rigidities. Applicable to all dance styles; intermediate dance training required.—T. Chandler
*Prerequisite: Intermediate dance level or instructor's permission.*
*1 point.*

*DNCE BC 2558y*
**Tap Ensemble**
Offers Tap Dancers the opportunity to learn and rehearse Tap Dance repertory through original choreography, restaging historic work and exploring improvisation.—M. Morrison
*Prerequisite: DNCE BC 2447, DNCE BC 2448 or DNCE BC 2580 or Permission of the Instructor.*
*3 points*

*DNCE BC 3150x, y*
**Advanced Studio**
For those students who have completed the highest levels of technique and wish to continue advanced dance study at Barnard.
*Prerequisites: Permission of the Dance Department. May be used once a semester with a maximum of four times for credit.*
*1 point.*

*DNCE BC 3250x, 3251y*
**Flamenco and Classical Spanish Dance I**
—G. Marina
*Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or Permission of the Instructor. Intermediate level in modern or ballet technique is required.*
*1 point.*

*DNCE BC 3252x, 3353y*
**Flamenco and Classical Spanish Dance II**
—G. Marina
*Prerequisites: DNCE BC 3250x, y, or Permission of the Instructor.*
*1 point.*

# ECONOMICS

4A Lehman Hall 854-3454
**www.econ.barnard.columbia.edu**

**Professors:** André Burgstaller, Perry Mehrling[2], David Weiman (Alena Wels Hirschorn '58 Professor and Chair)

**Associate Professor:** Alan Dye, Rajiv Sethi[2]

**Assistant Professors:** Sharon Harrison, Kristin Mammen, Lalith Munasinghe, Randall Reback, Sanjay Reddy[1]

Other officers of the University offering courses listed below:

**Professors:** Graciela Chichilnisky, Ronald Findlay, Edmund Phelps, Stanislaw Wellisz, David Weinstein

**Associate Professor:** Brendan O'Flaherty

**Assistant Professors:** Lena Edlund, Levent Koçkesen, Eiichi Miyagawa, Alexander Pfaff, Abigail Tay

**Adjunct Professors:** Vahid Nowshirvani, Carl Riskin, Arthur Small

**Lecturers:** Susan Elmes, Sunil Gulati

[1]Absent on leave 2004–05.
[2]Absent on leave Fall Term

The Department of Economics offers a broad course of study in economic theory and applied economics. The study of economics is an important foundation for a student's general understanding of modern history and society. Barnard's major programs in economics also prepare students for graduate work in economics, business, law, public administration, and international relations, as well as for careers in business, finance, and government. The aims of the programs are: (i) to foster a critical understanding of economics and its relation to other disciplines; and (ii) to develop students' mastery of modern economic theory and its tools of analysis.

Barnard will allow 3 points credit *each* (for a total of 9 points) with a score of 4 or 5 on the AP exam in the following subjects: Macroeconomics; Microeconomics; and Statistics. Economics-track majors, however, will *not* be exempt from the statistics requirement ECON BC 2411 or the equivalent, even if they receive 3 points AP credit for Statistics. A student who chooses credit for AP Macro cannot receive Barnard credit for ECON BC 1001. A student who chooses credit for AP Micro cannot receive Barnard credit for ECON BC 1002 or ECON W 1105.

## Requirements for the Major

There are two tracks for the major in Economics equal in rigor, but different in scope and focus. The track in Economics teaches students the theory and the analytical and mathematical tools now expected of entering graduate students in economics and useful for graduate study in related fields such as business. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. This track constitutes an excellent preparation for a variety of professional schools and careers.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will advise her as to choice of program and courses. Students planning to major in Economics

or Political Economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Students who wish to complete a double or joint major that includes Economics should consult the chair of the department as early in their planning as possible.

All majors must file the "Major Requirements Declaration" form—available from the department office—no later than at registration for the second semester of their senior year.

## Economics

The Economics track major requires two semesters of calculus and nine courses in economics, including:

| | |
|---|---|
| ECON BC 2411 | *Statistics for Economics* (or STA W 1111 *Introduction to Statistics* or STA W 1001 *Introduction to Statistical Reasoning)* |
| ECON BC 3018 | *Econometrics* |
| ECON BC 3033 | *Intermediate Macroeconomic Theory* |
| ECON BC 3035 | *Intermediate Microeconomic Theory* |
| ECON BC 3041 | *Theoretical Foundations of Political Economy;* |

two electives with intermediate micro- or macroeconomic theory as a prerequisite; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098, *Guided Research in Economics*, may be substituted for the additional elective.)

## Political Economy

The Political Economy track major requires 11 courses, including:

| | |
|---|---|
| ECON BC 3033 | *Intermediate Macroeconomic Theory* |
| ECON BC 3035 | *Intermediate Microeconomic Theory* |
| ECON BC 3041 | *Theoretical Foundations of Political Economy;* |

three electives in economics, two of which have intermediate micro- or macroeconomic theory as a prerequisite; two electives in economics (excluding introductory economics) or a related discipline; one upper-level course in political science*; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098 *Guided Research in Economics* may be substituted for the additional elective.)

*The following political science courses are not considered upper level:

| | |
|---|---|
| BC 1001 | *Dynamics of American Politics* |
| V 1501 | *Introduction to Comparative Politics* |
| V 1601 | *International Politics* |
| BC 1013 | *Political Theory* |

We recommend that all Political Economy track majors—especially those who plan to go on to business school or to graduate school in public administration or international relations—take one semester of college-credit math (either pre-calculus or calculus) and Economics BC 2411. Political Economy track majors who plan to go on to graduate school Ph.D. programs in economics should take two years of mathematics, including one year of calculus, and statistics and econometrics.

## Mathematics Training for the Major

The department expects *all* majors to have a working knowledge of arithmetic, high-school algebra, and the fundamentals of analytic geometry.

For Economics track majors, two semesters of calculus are required although only one semester need be taken if the student has received advanced placement credit. The recommended calculus sequence is MATH V1101, Calculus IA followed by MATH V1201, Calculus IIIA. (Students who have not previously studied calculus should begin with Calculus IA. Students with 3 or higher on the Calculus AB or BC advanced placement test may start with MATH V1102 Calculus IIA. Students with 5 on the Calculus BC test may start with Calculus IIIA.)

# Requirements for the Minor

The minor in economics requires five courses, including an introductory course in economics, BC 3033 or BC 3035, and three electives, one of which has an intermediate micro- or macroeconomic theory course as a prerequisite.

# Courses of Instruction

## Introductory Courses

*The principles of economics and statistics; may be taken without previous study of economics or statistics.*

***ECON BC 1001x, y***
**Introduction to Macroeconomics**
Basic concepts of economic analysis, with emphasis on the aggregate economy; essentials of supply and demand, national income and its determination, United States economic institutions, fiscal and monetary policy, international economics, economic growth and inequality, problems of developing nations. —Staff
*3 points.*

***ECON BC 1002x, y***
**Introduction to Microeconomics**
Basic concepts of economic analysis, with emphasis on resource allocation: utility and demand, cost and supply, determination of prices and income distribution through demand and supply, market structures, and alternative economic systems. —Staff
*BC 1001 is not a prerequisite for BC 1002. Credit cannot be granted for both BC 1002 and W 1105 Principles of Economics.*
*3 points.*

***ECON BC 2035y***
**Economic Policy Analysis**
Introduction to economic theory and policy analysis through case studies. The theme for this semester will be Modern Capitalism and the Global Economy. Topics include (1) the resurgence of U.S. economic growth, (2) business cycles and stabilization policy in the U.S., (3) the political economy of globalization, and (4) uneven patterns of economic development. —C. Wennerlind
*3 points. Not offered in 2004–05.*

## General Courses

*The study of history and of contemporary society in an economic perspective. These courses may be taken without previous study of economics.*

***ECON BC 2010x***
**The Economics of Gender**
Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons. —K. Mammen
*3 points.*

*ECON BC 2014x*
**Topics in Economic History**
Topics vary in content. See departmental listing or instructor for the current topic. —A. Dye
*3 points.*

## Quantitative Methods

*These courses are required for the Economics track and are optional for the Political Economy track.*

*ECON BC 2411x*
**Statistics for Economics**
Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures. —K. Mammen
*4 points.*

*ECON BC 3018y*
**Econometrics**
Specification, estimation, and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and employment, and financial markets. —R. Reback
*Prerequisites: BC 3035 or BC 3033, and BC 2411 or STA W 1111 or STA W 1001, or permission of the instructor.*
*4 points.*

## Core Theory Courses

*The courses listed below, required of Political Economy and/or Economics track majors, constitute the core of the Barnard Economics major.*

*ECON BC 3033x, y*
**Intermediate Macroeconomic Theory**
Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments. Weekly recitation section to complement lectures. —Staff
*Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.*
*4 points.*

*ECON BC 3035x, y*
**Intermediate Microeconomic Theory**
Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving. Weekly recitation section to complement lectures. —Staff
*Prerequisites: An introductory course in microeconomics (ECON BC 1002, W1105, or the equivalent) and one semester of calculus, or permission of the instructor.*
*4 points.*

*ECON BC 3041x, y*
**Theoretical Foundations of Political Economy**
Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism. —Staff
*Prerequisite: An introductory course in economics or permission of the instructor.*
*3 points.*

## Upper-Level Elective Courses

*The following economics elective courses have either ECON BC 3033, ECON BC 3035, or both as prerequisites.*

***ECON BC 3011y***
**Inequality and Poverty**

Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries. —S. Reddy
*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*
*3 points. Not offered in 2004-05.*

***ECON BC3012x***
**Economics of Education**

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms. —R. Reback
*Prerequisites: ECON BC 3035 and ECON BC 2411 or permission of the instructor.*
*3 points.*

***ECON BC 3013y***
**Economic History of the United States**

Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state. —D. Weiman
*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*
*3 points.*

***ECON BC 3017y***
**Economics of Business Organization**

The economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage. —A. Dye
*Prerequisite: BC 3035 or permission of the instructor.*
*3 points.*

***ECON BC 3019x***
**Labor Economics**

Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy. —L. Munasinghe
*Prerequisite: BC 3035, or permission of the instructor.*
*3 points.*

***ECON BC 3020y***
**Population and the Economy**

What, if any, are the "Limits to Growth"? And how do changes in population growth rates affect the economy? We will address these questions by introducing elementary demographic concepts, and applying standard economic analysis in both the developed and developing country context. This will include economic determinants of fertility, mortality and migration, and the effects of population on growth, employment, demand for public services, and the environment. —Instructor TBA
*Prerequisites: BC 3035 or the equivalent, and permission of the instructor. Enrollment limited to 30 students.*
*3 points. Not offered in 2004-05.*

*ECON V 3025y*
**Financial Economics**

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, Eurobond, Eurocurrency, futures, options, and other). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis. —Instructor TBA
*Prerequisites: BC 3035 and BC 2411 or the equivalent.*
*3 points.*

*ECON BC 3029x*
**Development Economics**

Critical survey of the main debates within development studies: theory and empirics of growth and structural transformation; dynamics of income distribution and poverty; impact of international economic relations; population, health and nutrition; and the nature and role of government. —S. Reddy
*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*
*3 points. Not offered in 2004-05.*

*ECON BC 3037y*
**Growth and Distribution**

Classical theories of growth and distribution and their modern transformations; the dynamic effects of changes in technology, savings behavior, and the distribution between wages and profits on the rate of economic growth; growth dynamics with limited resources; multi-sectoral growth models, relative prices, and the uniform rate of profit; applications to the study of real economies. —A. Burgstaller
*Prerequisites: BC 3033 and BC 3035, or permission of the instructor.*
*3 points. Not offered in 2004-05.*

*ECON BC 3038x*
**International Money and Finance**

An introduction to balance of payments and exchange rate theory; capital mobility and expectations; internal and external adjustment under fixed and flexible exchange rates; international financial markets; capital mobility and expectations; international policy coordination and optimum currency areas; history of the international monetary system. —A. Burgstaller
*Prerequisite: BC 3033.*
*3 points.*

*ECON BC 3039x*
**Environmental and Natural Resource Economics**

The link between economic behavior and environmental quality: valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste; the distribution of hazardous pollutants across different sub-groups of the U.S. population; the exploitation of commonly owned natural resources; and the links between the environment, income distribution, and economic development. —R. Sethi
*Prerequisite: ECON BC 1002 or ECON BC 2035. Prerequisite for Economics majors: ECON BC 3035.*
*3 points. Not offered in 2004-05.*

*ECON V 3265x*
**The Economics of Money and Banking**

Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.
—M. Skovsen
*Prerequisite: BC 3033.*
*3 points.*

*ECON BC 3045x*
**Business Cycles**

Theories and policy implications of business cycles. IS/LM, AS/AD and the Phillips Curve; dynamic general equilibrium models based on microfoundations including the Real Business Cycle model; New Keynesian models; models of the political business cycle. Particular episodes in the macroeconomic history of the US will provide case studies in which to study these models and the application of policies within. —S. Harrison
*Prerequisite: BC 3033*
*3 points.*

*ECON BC 3098x, y*
**Guided Research in Economics**

Provides an opportunity for hands-on learning by participating in a faculty-designed research project. The student will (1) receive instruction on the techniques and tools necessary for academic research, and (2) immediately apply this knowledge to a well-defined research project. This course is excellent preparation for further independent study or research. Regular conferences with the instructor and a comprehensive research journal are required. It is recommended that the student complete *ECON BC 3098* prior to enrolling in *ECON BC 3099*. —Staff
*Prerequisite: BC 3033 or BC 3035 and permission of the instructor.*
*3 points.*

*ECON BC 3099x, y*
**Independent Study**

—Staff
*Prerequisite: BC 3033 or BC 3035 or permission of the instructor.*
*Points TBA.*

*ECON G 4235y*
**Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes**

A survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, Knut Wicksell, Irving Fisher, and J.M. Keynes. —A. Burgstaller
*Prerequisites: ECON BC 3035 and ECON BC 3033, or the equivalent.*
*3 points.*

## Senior Requirement

Economics majors must take one of the following two senior requirement options.

*ECON BC 3061x, 3062y*
**Senior Thesis**

Tutorials and conferences on the research for and writing of the senior thesis. —Staff
*Prerequisite: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.*
*4 points.*

*ECON BC 3063x, y*
**Senior Seminar**

A topic in economic theory or policy of the instructor's choice. See department for current topics and for senior requirement preference forms. Seminar sections are limited to 15 students. —Staff
*Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.*
*4 points.*

## Columbia Courses

The following courses are described in the bulletin of Columbia College. Graduate courses are open to qualified undergraduates with the instructor's permission.

**Note:** Barnard Economics BC 3033 is equivalent to Columbia W 3213, and Barnard BC 3035 to Columbia W 3211. Please consult the department office for a list of Columbia economics courses whose subject matter overlaps directly with Barnard economics courses (only one of two such courses will earn credit).

*ECON W 2257y*
**Global Economy**
—S. Gulati
*Prerequisite: W 1105.*
*3 points.*

*ECON W 2261x, y*
**Introduction to Accounting and Finance**
*Prerequisite: W 1105. (Note: Only one course in accounting will be credited toward the Bachelor of Arts degree.)*
*4 points.*

*ECON W 3412x, y*
**Econometrics**
*Prerequisites: Statistics W 1111 (or the equivalent), 2 semesters of calculus and W 3211 or W 3213. (Equivalent to BC 3018)*
*3 points.*

*ECON W 4020*
**Economics of Uncertainty and Information**
—Instructor TBA
*Prerequisites: W 3211, W 3213, and STAT W 1111*
*3 points.*

*ECON W 4080*
**Globalization, Incomes and Inequality**
*Prerequisites: W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON W 4228y*
**Urban Economics**
—B. O'Flaherty
*Prerequisites: W 3211 and W 3213.*
*3 points.*

**ECON W 4251y**
**Industrial Organization**
—A. Tay
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON W 4321y*
**Economic Development**
—S. Wellisz
*Prerequisites: ECON W 3211 and W 3213. (Equivalent to BC 3029)*
*3 points.*

*ECON W 4325x*
**Economic Organization and Development of Japan**
—D. Weinstein
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON W 4329x*
**Economics of Sustainable Development**
—Instructor TBA
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON G 4337x*
**Economic Organization and Development of the Middle East**
—V. Nowshirvani
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON G 4340*
**World Trading System**
*Prerequisites: W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON W 4345x*
**World Economic Problems**
—E. Phelps
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON W 4370x*
**Political Economy**
—S. Wellisz
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON W 4400y*
**Labor Economics**
—L. Edlund
*Prerequisites: W 3211 and W 3213. (Equivalent to BC 3019)*
*3 points.*

*ECON W 4414*
**Mathematical Economics**
*Prerequisites: MAT V 1111, V1112 (Calc IS, IIS) and ECON W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON W 4415x*
**Game Theory**
—L. Koçkesen
*Prerequisites: Economics W 3211 and W 3213.*
*3 points.*

*ECON W 4438y*
**Economics of Race in the U.S.**
—B. O'Flaherty
*Prerequisites: Economics W 3211 and W 3213.*
*3 points.*

*ECON W 4457*
**Industrial Organization of Art, Entertainment, Communication**
*Prerequisites: W3211 and W3213*
*3 points. Not offered in 2004-05.*

*ECON W 4465x*
**Public Economics**
—E. Miyagawa
*Prerequisites: W 3211 and W 3213. (Equivalent to BC 3016)*
*3 points.*

*ECON W 4490*
**Economics of the Internet**
*Prerequisites: W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON W 4500x*
**International Trade**
—R. Findlay
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON W 4505y*
**International Monetary Theory and Policy**
—Instructor TBA
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON G 4526*
**Transition Issues in East Central Europe, Post-Soviet State, and Reforming Asian Economies**
*Prerequisites: W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON W 4625y*
**The Economics of the Environment**
—A. Small
*Prerequisites: W 3211 and W 3213. (Equivalent to BC 3039)*
*3 points.*

*ECON G 4523*
**Soviet and Post-Soviet Economies**
*Prerequisites: W 3211 and W 3213.*
*3 points. Not offered in 2004-05.*

*ECON G 4527y*
**Economic Organization and Development of China**
—C. Riskin
*Prerequisites: W 3211 and W 3213.*
*3 points.*

*ECON G 4750y*
**Globalization and its Risks**
—G. Chichilnisky
*Prerequisites: W 3211 and W 3213.*
*3 points.*

# ECONOMIC HISTORY

4A Lehman Hall 854-3454

This program is supervised by the Committee on Economic History.

**Economics:** Alan Dye (Program Adviser)

**History:** Deborah Valenze[1]

[1]Absent on leave 2004–05.

The Economic History Program is an interdisciplinary program combining history and economics. It seeks to develop a knowledge of the human experience through the record of the past and an understanding of the historical process from an economic perspective. The program combines the discipline of investigation and interpretation of the past with the study of the tools of economic analysis and quantitative skills and their use in historical investigation. Majors in this program will have a broad academic exposure that will prepare them to enter graduate programs in law, business, public policy, or administration as well as economics and history.

## Requirements for the Major

A major in Economic History must complete the following 11 courses or their equivalents:

| | |
|---|---|
| ECON BC 2014 | *Topics in Economic History* |
| ECON BC 3013 | *Economic History of the United States* |
| ECON BC 3041 | *Theoretical Foundations of Political Economy* |

Two of the following:

| | |
|---|---|
| ECON BC 3033 | *Intermediate Macroeconomic Theory* |
| ECON BC 3035 | *Intermediate Microeconomic Theory* |
| ECON BC 2411 | *Statistics for Economics* |

Four history courses (three within a single concentration) selected in consultation with the major adviser.

ECHS BC 3066x–3067y Two semesters of *Senior Research Seminar in Economic History* is to be supervised by a faculty member approved by the program adviser.

**No minor is offered in Economic History.**

# ECONOMICS AND MATHEMATICS

4A Lehman Hall 854-3454

**Economics Department Representative:** Rajiv Sethi[1]

**Mathematics Department Representative:** David Boyer

[1]Absent on leave fall term.

The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

## Requirements for the Major

A major in Economics and Mathematics must complete the following 15 courses or their equivalents:

Economics: (8 courses)

| | |
|---|---|
| ECON BC 3018 | *Econometrics* |
| ECON BC 3033 | *Intermediate Macroeconomic Theory* |
| ECON BC 3035 | *Intermediate Microeconomic Theory* |
| ECON BC 3041 | *Theoretical Foundations of Political Economy* |
| ECON BC 3062 | *Senior Thesis* (two semesters of the *Senior Thesis* are optional) or a Senior Seminar in Economics or Mathematics (*ECON BC 3063, MATH V 3951, MATH V 3952* or an equivalent approved by the Chairs of the Mathematics and Economic majors) |

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

Mathematics: (8 courses)

| | |
|---|---|
| MATH V 1101–1201 | *Calculus I–III* |
| MATH V 2010 | *Linear Algebra* |
| MATH V 2500 | *Analysis and Optimization or* *MATH W 4061 Introduction to Modern Analysis* |
| SIEO W 3600 | *Introduction to Probability and Statistics* |

Two electives above the 2000 level, one of which can be *MATH V 3951* or *MATH V 3952*, the undergraduate seminar in mathematics. MATH V 1103 is also an approved elective.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields.

# EDUCATION

336 and 301 Milbank Hall

854-7072, 9237, 2117, 5408, 2121
**www.barnard.edu/education**

**Professors:** Lee Anne Bell (Director of the Education Program), Susan Riemer Sacks (Director for Educational Initiatives)

**Lecturers:** Roberta Mitchell

*Advisory Committee on Education:*

**Associate Professor of Anthropology:** Lesley Sharp

**Professor of History:** Herbert Sloan

**Professor of Psychology:** Peter Balsam[1]

**Dean of Academic Affairs, Columbia College:** Kathryn Yatrakis

**Dean of Students, School of General Studies:** Mary McGee

[1]Absent on leave 2004–05.

The Barnard College Education Program prepares students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners and create caring and intellectually supportive classroom communities. The program provides a course of study for students who are interested in becoming certified teachers, working with young people or adults in human service agencies, or preparing for careers related to education. The Education Program serves students from Barnard, Columbia, Fu Foundation School of Engineering and Applied Science, and General Studies. Courses are taken in conjunction with a major in an approved field of study and may constitute a minor. Courses counted toward a major may not be doubly counted for a minor.

The program includes coursework in psychology, discipline-centered education courses (History, Philosophy, Economics and Sociology of Education; Contemporary Issues in Education), pedagogical courses (Methods of Teaching; Seminar in the Teaching-Learning Process), and field-based experience (Practicum; Student Teaching). Students are placed with experienced teachers in New York City public schools during their junior and senior years. (See childhood and adolescence program descriptions for details.)

The Education Program is approved by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1–6) or Adolescence Education (grades 7–12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among 31 states. Certification is based on demonstration of competency in both academic and field settings. Students will gain 100 hours of pre-student teaching experience and complete 100 hours of student teaching at two grade levels. As part of the certification process, students must pass the New York State Teacher Certification Examination and seminar sessions in Identifying and Reporting Child Abuse, Prevention of School Violence, Drug and Alcohol Abuse Prevention, and Inclusion of Students with Special Needs. Graduates of Barnard College have a 100 percent pass rate for the New York State Teacher Certification Examination.

To apply to the program, acquire an information packet and application in 336 Milbank or download an application from the website. Students may apply for admission during their sophomore year and no later than the first Monday in October in the autumn term of their junior year. Students who plan to study abroad during their junior year should apply by the end of their sophomore year. Admission criteria include good

academic standing, evidence of interest in the field of education, and capacity for growth in areas vital to the teaching-learning experience. Enrollment is limited.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development). Students with these interests should arrange their schedules appropriately.

## Childhood Education Program

This program leads to the New York State Initial Certificate in Childhood Education (grades 1–6). Students must complete a total of 26 credits as follows:

One psychology course (in addition to Introduction to Psychology PSYC BC 1001), chosen from among:

| | |
|---|---|
| PSYC BC 1105 | *Psychology of Learning with Lab* |
| PSYC BC 1107 | *Psychology of Learning* |
| PSYC BC 1113 | *Cognitive Psychology with Lab* |
| PSYC BC 1115 | *Cognitive Psychology* |
| PSYC BC 1127 | *Developmental Psychology with Lab* |
| PSYC BC 1129 | *Developmental Psychology* |
| PSYC BC 1132 | *Human Memory and Learning* |
| PSYC BC 2134 | *Educational Psychology* |

One discipline-specific education course chosen from among:

| | |
|---|---|
| PHIL V 3758 | *Philosophy of Education* |
| SOCI V 3225 | *Sociology of Education* |
| EDUC BC 2032 | *Contemporary Issues in Education* |
| HIST BC 3461 | *Education in American History* |
| ECON BC 3012 | *Economics of Education* |

A third course selected from either of the two categories above.

Pedagogical Core (Education):

| | |
|---|---|
| EDUC BC 2052 | *Seminar in Methods of Elementary School Teaching* |
| EDUC BC 2055, sec 1 | *School Practicum* |
| EDUC BC 3063 | *Teaching in Elementary or Secondary Schools* |
| EDUC BC 3064 | *Seminar in the Teaching-Learning Process* |

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching literacy and numeracy. Concurrently, the school practicum requires participation in an elementary classroom where students observe and apply teaching methods and principles of child development.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with children under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office or on our website.

## Adolescence Education Program

This program leads to the New York State Initial Certificate in Adolescence Education (grades 7–12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23 credits from the following course of study:

One psychology course (in addition to Introduction to Psychology PSYC BC 1001), chosen from among:

| | |
|---|---|
| PSYC BC 1105 | *Psychology of Learning with Lab* |
| PSYC BC 1107 | *Psychology of Learning* |
| PSYC BC 1113 | *Cognitive Psychology with Lab* |
| PSYC BC 1115 | *Cognitive Psychology* |
| PSYC BC 1127 | *Developmental Psychology with Lab* |
| PSYC BC 1129 | *Developmental Psychology* |
| PSYC BC 2134 | *Educational Psychology* |

One discipline-specific education course chosen from among:

| | |
|---|---|
| PHIL V 3758 | *Philosophy of Education* |
| SOCI V 3225 | *Sociology of Education* |
| EDUC BC 2032 | *Contemporary Issues in Education* |
| HIST BC 3461 | *Education in American History* |
| ECON BC 3012 | *Economics of Education* |

Pedagogical Core (Education):

| | |
|---|---|
| EDUC BC 2055, sec 2 | *School Practicum* |
| EDUC BC 2062 | *Seminar in Secondary School Curriculum Development* |
| EDUC BC 3063 | *Teaching in Elementary or Secondary Schools* |
| EDUC BC 3064 | *Seminar in the Teaching-Learning Process* |

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching English, social studies, the sciences, mathematics, and ancient and foreign languages. Concurrent with methods, the school practicum consists of a weekly internship in a middle school or secondary classroom where students observe and apply principles of adolescent development to teaching and learning.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with adolescents under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office or on our website.

Note: No more than one additional course may be taken in addition to student teaching and the seminar. Students with incompletes may *not* student teach.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development.) Students with these interests should arrange their schedules appropriately.

## Requirements for the Minor

The minor requires a minimum of six courses: EDUC BC 3063, EDUC BC 3064, a methods course, the practicum course, and two others from those courses listed above but not counted toward the major.

# Courses of Instruction

*EDUC BC 2032x*
**Contemporary Issues in Education**

Study of critical issues confronting education today and the relation to contemporary society. Topics include equity in learning experiences for bilingual, culturally diverse, gifted, and disabled students—girls and boys. The impact of technology, school choice and standards will be addressed. Field work required. —Staff

*Enrollment limited to 25. Prerequisite: Permission of the instructor.*
*4 points. W 2:10–4:00*

*EDUC BC 2052y*
**Seminar in Methods of Elementary School Teaching**

Provides prospective teachers with developmentally appropriate methods for teaching elementary school subjects to meet the intellectual, social, and emotional needs of learners. Topics include all aspects of literacy, utilizing literacy across content areas, teaching mathematics through problem-solving, classroom management, assessment, diversity, and inclusion. Students begin developing a professional portfolio. —Staff

*This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite to student teaching in elementary schools. Open to Education Program applicants and others only with permission of instructor.*
*4 points. M 2:10–4:00*

*EDUC BC 2055y*
**School Practicum**

Students investigate educational theory, pedagogical methods in literacy, and developmentally appropriate practices through involvement in assigned elementary or secondary New York City public schools. Supervised classroom experiences interrelate with corequisite methods seminars to provide understanding of the teaching and learning process through participant observation of one full day per week. —Section 1: Staff; Section 2: Staff

*Corequisite: Section 1, Elementary, BC 2052y or Section 2, Secondary, BC 2062y.*
*3 points.*

*EDUC BC 2062y*
**Seminar in Secondary School Curriculum Development**

Provides prospective teachers with developmentally appropriate methods for teaching at the secondary level to meet the intellectual, social, and emotional needs of adolescent learners. Topics include pedagogical methods appropriate to specific content areas, classroom management, diversity, inclusion, and assessment. Students begin developing a professional portfolio. —Staff

*This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite for student teaching in secondary schools. Open to Education Program applicants and others only with permission of instructor.*
*4 points. M 2:10–4:00*

*EDUC BC 3063x,y*
**Student Teaching**

Supervised student teaching in elementary or secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Requires 100 hours of teaching at two different grade levels, full time for one semester. —Staff.

*Prerequisite: Completion of BC 2052 or BC 2062 and BC 2055. Corequisite: BC 3064. Enrollment limited.*
*6 points.*

***EDUC BC 3064x, y***
**Seminar in the Teaching-Learning Process**

This seminar, taken in conjunction with student teaching, is designed to support the student teacher's development as a reflective practitioner. Provides a forum for discussion of developmentally appropriate classroom teaching practices, assessment, and classroom management to respond effectively to the learning needs of diverse students. Teaching skills developed through individual supervision, conferences, videotaping, and portfolio design. Seminar topics include prevention of drug and alcohol abuse, identifying and reporting child abuse, violence prevention, inclusion, and meeting the needs of diverse student populations. —L. Bell

*Corequisite: BC 3063. Enrollment limited to students enrolled in the Education Program.*
*4 points.* *W 2:10–4:00*

***Economics ECON BC 3012x***
**Economics of Education**

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs and (6) urban school reforms. —R. Reback

*Prerequisites: ECON BC 3035 and ECON BC 2411 or permission of instructor.*
*3 points. MW 2:40-3:55*

***History HIST BC 3461x***
**Education in American History**

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility. —N. Woloch

*Permission of the instructor required.*
*4 points.* *Tu 2:10–4:00*

***Philosophy PHIL V 3758y***
**Philosophy of Education**

Drawing on classical and contemporary authors, discussion with focus on the question of the conditions requisite for producing free and responsible individuals. Selected readings from Plato, Rousseau, Dewey, and others. —N. Gill
*3 points.* *MW 11:00–12:15*

***Sociology SOCI V 3225y***
**Sociology of Education**

Social organization of education in the United States: the school as a complex organization; the classroom as a learning environment; social factors in academic aspirations and achievements; selected innovations in educational practices; and problems in the relations between the school and the community. —V. K. Morest
*3 points.* *MW 1:10–2:25*

## Cooperating Teacher Participants for 2003–2004

**P.S. 9**
Nancy Fiore
Marcy Hrazanek

**P.S. 75**
Siobhan Heneghan
Lisa Goldberg

**P.S. 87**
Cindy Brenholz
Theresa Furman
Laura Truitt

**Manhattan School for Children**
Julie Broderick
Debi Sandella
Matthew Greenberg

**Mott Hall School**
*English*
Eszter Boros

**Bronx High School of Science**
*Mathematics*
Steve Friedlander
Jerry Eng

**A. Philip Randolph High School**
*English*
Marion Fuller
Dan Amakar
*Social Studies*
Tom Murphy
John Armetta
*Biology*
Jane Gerard
*Latin*
Paul Villeneuve

## Cooperating Schools for Practicum Placements

**Elementary:**

P.S. 9 Renaissance School for Music and Art
P.S. 11 William T. Harris School
P.S. 24 The Spuyten Duyvil (Bronx)
P.S. 36
P.S. 75 Emily Dickinson
P.S. 84 Lillian Weber School
P.S. 87 William Sherman School
P.S. 97 The Mangin
P.S. 125
P.S. 145 Bloomingdale School
P.S. 161 Pedro Albizu Campos
P.S. 165 Robert E. Simon School
P.S. 166 Manhattan School of Arts and Technology
P.S. 183 The School for Discovery and Family Academy
Manhattan School for Children
I.S. 188, School for Academic and Athletic Excellence
Public schools in New Jersey and New York communities
Mott Hall I
Mott Hall II

**Secondary:**

Booker T. Washington Middle School
Bronx High School of Science
Columbus Academy
Dual Language Middle School
Frederick Douglass Academy
High School for Environmental Studies
Humanities High School
Hunter High School
John F. Kennedy High School
School of Law and Finance–JFK
Martin Luther King, Jr. High School
School for the Physical City
Wadleigh Secondary School
Booker T. Washington, J.H.S. 54
A. Phillip Randolph High School
I.S. 131, Dr. Sun Yat Sen
Morristown High School, New Jersey
I.C.E., Institute For Collaborative Educ.
Mott Hall II
Crossroads Middle School
Urban Academy

# ENGLISH

417 Barnard Hall 854-2116
**www.barnard.edu/english**

**Professors:** James Basker[1], Larry Engel (Visiting), Gretchen Holbrook Gerzina (Director of Africa and African Diaspora Studies), Mary Gordon (Millicent C. McIntosh Professor), Achsah Guibbory (Term), Maire Jaanus (Chair), Caryl Phillips (Henry R. Luce Professor of Migration and Social Order), Anne Lake Prescott (Helen Goodhart Altschul Professor), Hertha Schulze (Visiting), William Sharpe[1]

**Associate Professors:** Lisa Gordis[1], Jennie Kassanoff, Peter Platt, Maura Spiegel (Term)

**Adjunct Associate Professors:** Robert Antoni[3], Ellen McLaughlin

**Assistant Professors:** Bashir Abu-Manneh, Ross Hamilton (Director of Film Concentration), Saskia Hamilton (Director of Women Poets at Barnard), Monica Miller[1], Elizabeth Weinstock

**Senior Lecturers:** Patricia Denison (Acting Chair, Theatre Department), Peggy Ellsberg, Nancy Kline Piore (Director of The Writing Program)[3], Cary Plotkin, Timea Szell (Director of Creative Writing), Margaret Vandenburg (Director of First-Year English)

**Lecturers:** Constance Brown, Mary Cregan, Pamela Cobrin (Director of the Writing Center), David McKenna, Linn Cary Mehta[2], John Pagano, Marie Regan, Aaron Schneider

**Senior Associates:** Quandra Prettyman

**Associates:** Calvin Baker[2], Philip Kain, Julia Leigh[2], Steven Massimilla, William McCormack, James Runsdorf

[1]Absent on leave 2004–05.
[2] Absent on leave Autumn term.
[3]Absent on leave Spring term.

The offering in English is designed to foster good writing, effective speaking, and heightened understanding of culturally significant texts. Students majoring in English are encouraged to develop their responsiveness to the literary imagination and their sensitivity to literary form through disciplined attention to language and to critical and scholarly methods.

Non-majors may satisfy the distribution requirement in the Humanities (Part A) and in Culture and Societies (Part B) by electing appropriate courses listed under Language and Literature.

## Requirements for the Major

A major program consists of at least ten courses:

1. Majors should complete the following requirements by the end of the junior year:

   (a) English BC 3193x or 3193y. Critical Writing: an introduction to the methods of literary analysis. A prospective major should, if possible, elect this course in her sophomore year.

   (b) English BC 3159x-3160y. The English Junior Colloquium: an introduction to some major texts of the Renaissance and the Enlightenment. Sophomores may be admitted, but are advised to wait if possible. Students planning to go abroad for their junior year should see their advisers about substitutions for this requirement. Students may substitute for the Junior Colloquium 3

courses from among the following:
ENTH 3137
ENGL 3140x sec.3
Only one of the three Shakespeare courses: ENGL 3163 or 3164 or ENTH 3136
ENGL 3165-3169
ENGL 3173-3174, and 3179
At least one of these courses must cover material before 1660 (i.e., Renaissance); at least one, material after 1660 but before 1800 (i.e., Restoration or 18th-Century). One of these will also count towards satisfying the "before 1900" requirement. Students may also take 1 colloquium and 2 substitutions.

2. In addition, a major will elect five courses so distributed as to extend her knowledge of English and American literature:

   (a) At least two of these must be in literature before 1900:
   EHTH 3136, 3137
   ENGL 3141x
   ENGL 3154 (Chaucer) through English BC 3180 (American Literature 1800-1870)
   This year ENGL 3140x sec.3 (The Eighteenth Century Novel) will count as a course before 1900 and as a colloquium substitute.

   (b) Of the three remaining elective courses, two may be in writing (3103-3119), two in film, speech (ENGL 3121), theatre (ENTH 3136-3140), or seminars on special themes (3140, 3144).

   (c) As a senior an English major will complete advanced work in two seminars (BC 3997, 3998). Seniors concentrating in Theatre or Writing will normally substitute the Special Project in Theatre or Writing (BC 3996) for one of the required seminars. Under special circumstances qualified senior majors may request permission to substitute Independent Study for one of the seminars (see BC 3999, below).

# REQUIREMENTS FOR THE MINOR:

A minor consists of at least five English courses: one from either Chaucer (BC 3154 or BC 3155), Shakespeare (ETR 3136, ENG BC 3163, or BC 3164), or Milton (BC 3167); two additional courses in literature before 1900 (ETR BC 3137; 3140x, Sec. 3; BC 3141 and 3154-3180); and two electives (from BC 3103 to 3810, excluding BC 3191).

# CONCENTRATIONS IN THE MAJOR

All concentrations in the major except that in American Literature require 11 courses.

**American Literature**

Students interested in an American Literature concentration should consult with Professor Kassanoff (413 Barnard). In addition to ENG BC 3159, 3160 (or appropriate substitutes), and 3193, an American concentration consists of either 3179 or 3180, either

3181 or 3183, one other American literature course, and one senior seminar with a focus on American literature. (The Department requires two senior seminars for the major.) Of the remaining electives, one must be in English literature before 1900.

### Film

Students interested in a film concentration should consult Professor Hamilton (419 Barnard). A film concentration consists of four courses:

1) Introduction to Film and Film Theory (3201x)
2) A writing course, either Screenwriting (3119) or Film Criticism (3120)
3) A Film/Literature Senior Seminar (3997/3998)
4) The final course, which requires approval, is a film and literature class from among specific offerings at Barnard or Columbia.

These four courses will count in place of two electives and one Senior Seminar in the regular English major.

### Theatre

Students interested in a Theatre concentration should consult Professor Denison (Room 412 Barnard). A Theatre concentration consists of four courses: three courses, either two Theatre History (THR 3150, 3151) and one dramatic literature seminar or one theatre history and two dramatic literature seminars and a fourth course, Special Project in Theatre (ENG BC 3996) in combination with a dramatic literature course. These four courses will count in place of two electives and one Senior Seminar in the regular English major. An eleventh course should be in dramatic literature in English, offered by the English Department or the Theatre Department (selected in consultation with the director of the Theatre concentration).

### Writing

Students enter the writing concentration only by permission. Interested students must submit a portfolio of their work to the director of Creative Writing by the end of their junior year. A writing concentration consists of at least four courses: two writing courses, of which one will be introductory (BC 3105-3113) and one advanced (BC 3114-3118); a Senior project written either in a third writing course combined with a Special Project in Writing (BC 3996) or in an Independent Study (BC 3999); and a fourth course, either literature (in English or another language), or creative writing, or ARS BC 3131. Consult the Director of Creative Writing, Professor Szell (423 Barnard), for applicability of Columbia courses. These four courses will count in place of two electives and one Senior Seminar in the regular English major. (N.B. BC 3119, Screenwriting, does not count toward the writing concentration.)

# Courses of Instruction

## Introductory

*ENGL BC 1201x, y*
**First-Year English: Reinventing Literary History**

Close examination of texts and regular writing assignments in composition, designed to help students read critically and write effectively. Sections of the course are grouped in three clusters: I. Legacy of the Mediterranean; II. The Americas; III. Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture. —Director and staff

*Required for all first-year students. May not be taken for P/D/F.*
*3 points. Consult department bulletin board for section times.*

*ENGL BC 1202x*
**Studies in Writing**
Intensive practice in writing, emphasizing drafts, revision, peer response, and individual conferences. Consideration of the conventions of English style, usage, and grammar by means of both informal and formal writing, culminating in expository essays. Recommended for, but not limited to, first-year students and students whose first language is not English. —Director and Staff
*Consult department bulletin board for section times.*
*3 points.*

## Writing

Registration in each course is limited and the permission of the instructor is required; for courses 3105–3118, submit a writing sample in advance. Departmental application forms, (available in the department office, Room 417 Barnard, and at www.barnard.edu/English) and writing samples must be filed with the Director of Creative Writing, Professor Timea Szell (423 Barnard) before the end of the program planning period. Two creative writing courses may not be taken concurrently.

*ENGL BC 3101x*
**The Writer's Process: A Seminar in the Teaching of Writing**
An exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard (see page 43). Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring. —N. Piore, P. Cobrin
*Application process and permission of the instructor.*
*3 points.* *Sec. 1 TuTh 1:10–2:25*
*Sec. 2 TuTh 2:40–3:55*

*ENGL BC 3103x, 3104y*
**Essay Writing**
English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described. English as a second language (ESL) is offered Autumn Sec. 3 for students seeking an upper-level writing course.
*BC 3103x* *Sec. 1 W 2:10-4:00—P. Ellsberg; Sec. 2 Th 4:10-6:00—A. Schneider;*
*Sec. 3 M 11:00-12:50 (ESL) –P. Kain*
*BC 3104y* *Sec. 1 T 11:00-12:50 Writing & Visual Arts—H. Schulze;*
*Sec. 2 W 11:00-12:50—J. Runsdorf; Sec. 3 W 4:10-6 Journalism—F. Brady*
*3 points.*

*ENGL BC 3105x, 3106y*
**Fiction and Personal Narrative**
Short stories and other imaginative and personal writing. —x: T. Szell; y: J.Leigh
*3 points. x: W 2:10–4:00; y: W 2:10–4:00*

*ENGL BC 3107x, 3108y*
**Introduction to Fiction Writing**
Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting. —x: N. Piore; y: C. Baker
*3 points.* *x: Th 4:10–6:00; y: Tu 6:10–8:00*

*ENGL BC 3110x*
**Introduction to Poetry Writing**
Varied assignments designed to confront the difficulties and explore the resources of language through imitation, allusion, free association, revision, and other techniques.
—x: S. Hamilton, y: Instructor TBA
*3 points.* *x: M 4:10–6:00; y: M 4:10–6:00*

*ENGL BC 3113x*
**Introduction to Playwriting**
A workshop to provoke and investigate dramatic writing. —E. McLaughlin
*3 points. M 4:10–6:00*

*ENGL BC 3114y*
**Advanced Playwriting**
*3 points. Not offered in 2004–05.*

*ENGL BC 3115x, 3116y*
**Story Writing**
Advanced workshop in writing, with emphasis on the short story. —x,y: M. Gordon
*Prerequisite: Some experience in the writing of fiction. Conference hours to be arranged.*
*3 points. Tu 4:10–6:00*

*ENGL BC 3117x*
**Fiction Writing**
Assignments designed to examine form and structure in fiction. Some attention given to the role of the writer in society. —R. Antoni
*Students will have already written a substantial body of work. Prerequisite: Writing sample and interview with the instructor.*
*3 points. Tu 4:10–6:00*

*ENGL BC 3118y*
**Advanced Poetry Writing**
Weekly workshops designed to critique new poetry. Each participant works toward the development of a cohesive collection of poems. Short essays on traditional and contemporary poetry will also be required. —S. Hamilton
*3 points. M 4:10–6:00*

*ENGL BC 3119x, y*
**Screenwriting**
A practical workshop in dramatic writing for the screen. Through a series of creative writing exercises, script analysis, and scene work, students explore and develop the basic principles of screenwriting. Either a polished short film script or a preliminary draft of a feature screenplay is the final project. —x: D. McKenna; y: M. Regan
*3 points. x: W 2:10–4:00 y: M 11:00–12:50*

*ENGL BC 3200x, y*
**Film Production**
An exploration of basic narrative tools at the filmmaker's disposal, with a particular emphasis on camera work and editing. Examines basic cinematic syntax that provides a foundation for storytelling on the screen. —L. Engel
*Prerequisite: ENGL BC 3201x and permission of the instructor. Sophomore standing. Enrollment limited to 12 students.*
*3 points. x: M 1:00–4:00; y: TBA*

*ENGL BC 3201x.*
**Introduction to Film and Film Theory**
A survey of the history of American and international film and an introduction to film theory, including feminist, psychoanalytic, structuralist, and post-structuralist methodologies. Film contextualized through theory and through the lens of popular culture (advertising, television, music videos) and genre (the Hollywood film, women's film, action movies, westerns, sci-fi, documentary, "Third World," and "alternative" film, etc.) Weekly screening.—M. Regan
*3points. M 6:10-10*

## Speech

Registration in each course is limited and permission of the department required.

***ENGL BC 3121x***
**Uses of Speech**
An introduction to effective oral presentation, including interviewing and public speaking. Emphasis on self-presentation, research, organization, and audience analysis. —P. Denison
*3 points. TuTh 10:35–11:50*

## Theatre

Registration in each course is limited. Students may sign up for theatre courses outside the Theatre Office, Room 507 Milbank Hall. See Theatre Department course descriptions for Theatre History (THTR BC 3150, 3151), Drama, Theatre, and Theory (THTR BC 3166), Modernism and Theatre (THTR BC 3737), and The History Play (THTR BC 3750).

***ENTH BC 3136y***
**Shakespeare in Performance**
The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. We will explore Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison
*Enrollment limited to 18 students.*
*4 points. Not offered in 2004–05.*

***ENTH BC 3137y***
**Restoration and 18th-Century Drama**
Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Centlivre, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan. —P. Denison
*Enrollment limited to 18 students.*
*4 points. Not offered in 2004–05.*

***ENTH BC 3139y***
**Modern American Drama and Performance**
Modern American drama in the context of theatrical exploration and cultural contestation. Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, and Hellman, Stein, Miller, and Fornes. —P. Denison
*Enrollment limited to 18 students. $60 fee.*
*4 points. T 11:00–12:50*

***ENTH BC 3140y***
**Women and Theatre**
An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin
*Enrollment limited to 18 students.*
*4 points. Th 11:00–12:50*

## Language and Literature

*ENGL BC 3140x*
**Seminars on Special Themes**
*Registration may be limited.*
*3 points.*

**1. Explorations of Black Literature: 1760–1890**
Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered. —Q. Prettyman
*MW 11:00–12:15*

**2. Fable and Fantasy**
Selected works by 19th- and 20th-century authors Lewis Carroll, Ursula LeGuin, C.S. Lewis, and others. Their use of religious and philosophical fable, nonsense, and paradox; their creation of other worlds.—A. Prescott
*T Th 11:00-12:15*

**3. The Eighteenth Century Novel**
The eighteenth century in Britain is the age of the rise of the novel. The course pays special attention to the development of the novel form, oppositions between city and the country, social order, and the construction of gender. Authors include Defoe, Fielding, Richardson, Burney, Goldsmith and Edgeworth.—G. H. Gerzina
*TuTh 10:35-11:50*

*ENGL BC 3140y*
**1. Madness and Literature**
Explores the literary representation of "madness" in works ranging from antiquity to the present. Authors include Euripides, Chretien de Troyes, Shakespeare, Swift, Bronte, Dostoevsky, Woolf, Plath, Kesey, and others.—E. Weinstock
*MW 1:10-2:25*

**2. Christians, Jews, and Israel in 17th Century England & America**
Explores how Christians represented themselves as Israel, the relation of Christianity to Judaism, and the relation of Christians and Jews. Readings include George Herbert, John Milton, some Quakers, John Winthrop, Anne Bradstreet, Roger Williams, and Rabbi Menasseh Ben Israel. —A.Guibbory.
*TuTh 2:40-3:55*

**3. Topics in Literature and Film: Memory and Forgetting**
An experimental course that links literature to painting, photography and film, as well as texts in psychology (Freudian trauma theory and recovered memory). We will explore the role of personal and cultural memory in the creative process through key examples from the medieval "memory room" to the work of Alain Resnais.—R. Hamilton and H. Schulze
*TuTh 4:10-5:25*

**4. Topics in American Literature and Film: War and Propaganda**
The course examines the role of American film-makers in dramatizing, promoting and critiquing America's participation in the military conflicts of the past sixty years. From the gung-ho patriotism of Howard Hawks' SGT YORK to the calculated cynicism of Barry Levinson's WAG THE DOG, we explore shifting political realities and cultural expectations: how do they shape the artistic perspectives that materialize during specific eras, from World War II to the war on terrorism?—D. McKenna
*Tu 6:10-10:00*

***ENGL BC 3141x, 3142y***
**Major English Texts**
A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Beowolf through Johnson. Spring: Romantic poets to the present. —P. Ellsberg
*Guest lectures by members of the department.*
*3 points. x: TuTh 10:35–11:50; y: MW 11:00–12:15*

***ENGL BC 3143y***
**Middle Fictions: Long Stories, Short Novels, Novellas**
Discusssion of fictions between 60-150 pages in length. Authors include James, Joyce, Mann, Nabokov, Cather, Welty, West, Porter, Olsen, Trevor.—M. Gordon.
*3pts. TTh 1:10-2:25.*

***English–Women's Studies ENWS BC 3144y***
**Minority Women Writers in the United States**
Literature of 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework. —Q. Prettyman
*3 points. MW 2:40–3:55*

***ENGL BC 3149y***
**Cultures of Colonialism: Palestine/Israel**
The significance of colonial encounter, statehood, and dispossession in Palestinian and Israeli cultures from 1948 to the present, examined in a range of cultural forms: poetry, political tracts, cinema, fiction, memoirs, and travel writing. Authors include: Darwish, Grossman, Habibi, Khalifeh, Khleifi, Kanafani, Oz, Shabtai, Shalev, and Yehoshua.—B. Abu-Manneh.
*3pts. MW 4:10-5:25*

***ENGL BC 3154***
**The Early Chaucer**
Chaucer's innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, *Troilus and Criseyde*. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.
*3 points. Not offered in 2004–05.*

***ENGL BC 3155y***
**Canterbury Tales**
The foundation of early modern literature. Chaucer as inheritor of late-antique and medieval conventions, and as founder of the later English literary tradition. Formalist, historicist, and feminist approaches. —T. Szell
*3 points. TuTh 1:10–2:25*

***ENGL BC 3156***
**Major Works of Geoffrey Chaucer**
A one-semester survey of the major works of Chaucer: dream visions, *Troilus and Criseyde,* and selected *Canterbury Tales.* Related medieval texts.
*3 points. Not offered in 2004–05.*

***ENGL BC 3158x***
**Medieval Literature**
Literatures of the British Isles and their continental connections, from late antiquity to the close of the Middle Ages. Emphasis on issues of cultural transformation, authorship and textuality, and "identity" (individual, social, cultural).—E. Weinstock
*3 points., TuTh 1:10-2:25*

***ENGL BC 3159x–3160y***
**The English Colloquium**

Major writers and literary works of the Renaissance and the Enlightenment, examined in terms of leading ideas in those periods.
*Required of majors in the junior year. Students may substitute 3 courses--from ENGL 3163-3164, 3165-3169, or ENTH 3136-3137. This year 3140x: 3, The Eighteenth Century Novel will also count as a substitution. Students may also take 1 colloquium and 2 substitutions. At least one of these courses must cover material before 1660; at least one material after 1660 but before 1800 (i.e., Restoration or 18th Century). One of these will also count toward satisfying the "before 1900" requirement.*
*4 points.*

**1. Imitation and Creation**
New ideas of the mind's relation to the world. New perspectives, the emergence of new forms, experimentation with old forms, and the search for an appropriate style. —R. Hamilton
*x: W 11:00–12:50; y: W 2:10–4:00*

**2. Skepticism and Affirmation**
The development of modern concepts of subjectivity and authority. The rise of art and the artist. Humanism and education. Rationalism and empiricism. The tension between belief and doubt. The exploration of limits and the limitless. —x: P. Platt; y: T. Szell
*x: W 2:10–4:00; y: Th 4:10–6:00*

**3. Reason and Imagination**
Humanism, reformation, and revolution: the possibilities of human knowledge; sources and strategies for secular and spiritual authority; the competing demands of idealism and experience. —C. Plotkin
*x: Tu 4:10–6:00; y: W 4:10–6:00*

**4. Order and Disorder**
The tension, conflicts, and upheavals of an era in the arts, religion, politics, aesthetics, and society. —A. Guibbory
*x: W 4:10–6:00*

***ENGL BC 3163x, 3164y***
**Shakespeare**

A critical and historical introduction to Shakespeare's comedies, histories, tragedies, and romances. —P. Platt
*3 points. x, y: MW 9:10–10:25*

***ENGL BC 3165y***
**The Elizabethan Renaissance**

Literature and culture during the reign of Elizabeth I. Topics include God, sex, love, colonization, wit, empire, the calendar, cosmology, and Elizabeth herself as author and subject. Authors include P. Sidney, Spenser, Shakespeare, Marlowe, and Mary Sidney Herbert.—A. Prescott
*3 points. TuTh 1:10-2:25*

***ENGL BC 3166y***
**Seventeenth-Century Prose and Poetry**

God, sex, love, religion, politics, and science in a century of revolutions: includes poetry by Donne, Jonson, Herrick, Herbert, Wroth, Philips, Marvell, Behn, Rochester; prose by Bacon, Burton, Donne, Browne, Hobbes, Sprat, Cavendish.—A. Guibbory
*3 points. TuTh 5:40–6:55*

***ENGL BC 3167x***
**Milton**

*Paradise Lost, Samson Agonistes* and selections of Milton's earlier poetry and prose (defenses of free press, divorce, individual conscience, political and religious liberty) read within the context of religious, political, and cultural history, but with a sense of connection to present issues.—A. Guibbory
*3 points. TuTh 11:00–12:15*

*ENGL BC 3169y*
**Renaissance Drama: Kyd to Ford**
Major plays of the English Renaissance (excluding Shakespeare), with emphasis on Marlowe and Middleton. —P. Platt
*3 points.* *MW 1:10–2:25*

*ENGL BC 3171x*
**The Novel and Psychoanalysis**
The 19th-century novel in the context of Romanticism, Realism, and Psychoanalysis, with readings in Freud and Lacan. Works by Austen, Emily Brontë, Balzac, Charlotte Brontë, Dickens, Hardy, Fontane, D.H. Lawrence.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3173y*
**Eighteenth-Century Literature, 1660–1740**
Tradition and innovation in several forms, with emphasis on colonialism, travel writing, and imaginary geographies. Readings in Dryden, Behn, Defoe, Pope, Addison, Montagu, Swift, and Gay.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3174x*
**The Age of Johnson, 1740–1800**
The works of Johnson, Boswell, and their circle in historic context; rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter and Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the transition to romanticism, and the democratization of culture.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3176x*
**The Romantic Era**
Romantic writers in their intellectual, historical, and political context, with reference to contemporary movements in philosophy, music, and the plastic arts. Authors include Blake, Wordsworth, Coleridge, Byron, P.B. Shelley, and Keats. An emphasis on close reading of the poetry. —C. Plotkin
*3 points.* *TuTh 11:00–12:15*

*ENGL V 3260*
**The Victorian Age in Literature**
The 19th century saw the birth of the social and psychological sciences, along with new representations of the self in everyday life. Works by Dickens, Eliot, Meredith, Darwin, Arnold, Mill, Ellis, and others.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3178y*
**Victorian Poetry and Criticism**
Poetry, art, and aesthetics in an industrial society, with emphasis on the role of women as artists and objects. Poems by Tennyson, Arnold, Christina and D.G. Rossetti, Swinburne, and Elizabeth and Robert Browning; criticism by Ruskin, Arnold, and Wilde; paintings by the Pre-Raphaelites and Whistler; photographs by J.M. Cameron. —C. Plotkin
*3 points.* *TuTh 11:00–12:15*

*ENGL BC 3179x*
**American Literature to 1800**
The formation and development of American literary traditions. Writers include Bradford, Shepard, Cotton, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, Brown.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3180x*
**American Literature, 1800–1870**

The development of a national literature from the late Republican period through the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, Dickinson. —M. Vandenburg
*3 points.* *TTh 4:10–5:25*

*ENGL BC 3181x*
**American Literature, 1871–1945**

American literature in the context of cultural and historical change. Writers include Twain, James, DuBois, Wharton, Cather, Wister, Faulkner, Hurston. —J. Kassanoff
*3 points.* *TuTh 10:35–11:50*

*ENGL BC 3182y*
**American Fiction**

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright. —J. Kassanoff
*3 points.* *TuTh 10:35–11:50*

*ENGL BC 3183x*
**American Literature since 1945**

History, memory, family, death, machines, sex and worry are preoccupations of the texts selected for this course. Authors will include: Thomas Pynchon, Don DeLillo, Paula Fox, Jonathan Franzen, Toni Morrison, Richard Powers, Ishmael Reed and Philip Roth. —M.Spiegel.
*3points.* *TuTh 5:40-6:55*

*ENGL BC 3184x*
**House and Home in American Culture**

An interdisciplinary examination of house, home, and family in American life from 1850 to the present. Attention to the interrelation between architectural design, ideologies of family, class identity, racial politics and gender formation. Historical sites include the plantation, the nomadic dwelling, the mansion, the tenement, the apartment, and the suburb. —J. Kassanoff
*3 points.* *TuTh 2:40–3:55*

*ENGL BC 3185y*
**Modern British and American Poetry**

The poetry of three decades, 1915–25, 1955–65, and 1991–2001. Poems by Yeats, Eliot, Williams, Millay, Larkin, O'Hara, Rich, Hughes, and others. —P. Ellsberg
*3 points.* *MW 2:40–3:55*

*ENGL BC 3186*
**Modern Drama**

Modern drama in the context of historical and cultural developments such as Marxism, feminism, and psychoanalysis. Works by Ibsen, Chekhov, Pirandello, O'Neill, Genet, Pinter, Churchill, and others.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3187*
**American Writers and Their Foreign Counterparts**

Developments in modern fiction as seen in selected 19th- and 20th-century American, European, and English works by Flaubert, Dostoevsky, James, Proust, Gide, Woolf, Faulkner, and others.
*3 points.* *Not offered in 2004–05.*

*ENGL BC 3188y*
**The Modern Novel**

Works by Woolf, Joyce, Faulkner, Lawrence, Forster, West, Barnes, and Desani.
—M. Vandenburg
*3 points.* *TuTh 1:10–2:25*

*ENGL BC 3189*
**Postmodern Literature**
Writers since 1945, mostly English and American, and concepts of postmodern culture. Works by Beckett, Borges, Nabokov, Rhys, Barthelme, Pynchon, and others.
*3 points. Not offered in 2004–05.*

*ENGL BC 3190x*
**Global Literature in English**
A selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial imperialism. Areas covered include Africa (Achebe, Aidoo, Armah, Ngugi); the Arab World (Mahfouz, Munif, Salih, Souief); South Asia (Mistry, Rushdie, Suleri); the Carribean (Kincaid); and New Zealand (Hulme). —B. Abu-Manneh.
*3 points. TTh 2:40-3:55.*

*ENGL BC 3191x, y*
**The English Conference: The Lucyle Hook Guest Lectureship**
Various topics presented by visiting scholars in courses that will meet for two to four weeks during each semester. Topics, instructors, and times will be announced by the department. Students must attend all classes to receive credit for this course. —Visiting faculty
*1 point. To be taken only for P/D/F. Departmental registration required. See www.barnard.edu/english for details.*

*ENGL BC 3193x, y*
**Critical Writing**
Provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all majors before the end of the junior year. Sophomores are encouraged to take it in the spring term even before officially declaring their major. Transfer students should plan to take BC 3193 in the autumn term. —Staff
*Registration in each section is limited. Departmental registration required.*
*4 points. x: Sec. 1 Tu 10:00-11:50—J. Runsdorf; Sec. 2 W 2:10-4:00—M. Cregan; Sec 3 Th 4:10-6:00—C. Brown; Sec. 4 M 4:10-6:00—J. Pagano*
*y: Sec. 1 W 2:10-4:00—TBA; Sec 2 Tu 4:10-6:00—P. Platt; Sec. 3 W 4:10-6:00—L.Mehta; Sec. 4 Th 4:10-6:00—C. Plotkin*

*ENGL BC 3194*
**Critical and Theoretical Perspectives on Literature**
*3 points.*

**1. A History of Criticism**
What *is* literature? What does it *do?* What *should* it be and do? How does it function? Why is it beautiful? When is it sublime? On what basis can we make judgments about it? These questions form the matter of a conversation among philosophers, writers, thinkers, and, latterly, "critics" that has gone on for two-and-a-half millennia. Their responses both reflect and influence the literature contemporary with them. Readings from Classical, Renaissance, Baroque, neo-Classical, Romantic, post-Romantic, late 19th-century, and 20th-century authors to 1960, with attention to contemporaneous literature.
*Not offered in 2004–05.*

**2. Literary Theory**
A history of literary theory from the "grand theories" of the 19th century (Darwin, Marx, Freud, and N¡etzsche) to modernism and postmodernism. Readings include Gramsci, Foucault, Bourdieu, Derrida, de Man, Barthes, Baudrillard, Butler.
*Not offered in 2004–05.*

**3. Psychoanalytic Approaches to Literature**
Literary expression in the light of psychoanalytic thought. Psychoanalytic writings by Freud, Jung, Melanie Klein, and Lacan; literary works may include texts by Shakespeare, Dostoevsky, Dickens, Kafka, Lawrence, Jean Rhys, and others.
*Not offered in 2004–05.*

**4. Postmodern Texts and Theory**
Literary and theoretical postmodern texts. Our focus will be the revolutionary redefinition of image, word, pleasure, love, and the unconscious.
*Not offered in 2004–05.*

*ENGL BC 3195x*
**Modernism**
Modernist responses to cultural fragmentation and gender anxiety in the wake of psychoanalysis and world war. Works by Woolf, Joyce, Yeats, Eliot, Stein, Hemingway, H. D., Pound, Lawrence, Barnes, and other Anglo-American writers. —M. Vandenburg
*3 points. TuTh 1:10–2:25*

*ENGL BC 3196x*
**Home to Harlem: Literature of the Harlem Renaissance**
Explores the cultural contexts and aesthetic debates surrounding the Harlem or New Negro literary renaissance, 1920-30s. Through fiction, poetry, essays, and artwork, topics considered include: modernism, primitivism, patronage, passing and the problematics of creating a "racial" art in/for a community comprised of differences in gender, class, sexuality, and geographical origin.
*3 points. Not offered in 2004–05.*

*ENGL BC 3198x*
**Poetry Movements since the 1950's.**
Major poetry movements since the 1950's, including Beat Poetry, Confessional Poetry, the Black Arts Movement, Black Mountain, the Belfast group, and Language Poetry. —S. Hamilton.
*3 points. MW 1:10-2:25.*

*ENGL BC 3199y*
**Poetics**
An investigation of philosophies of poetry and imagination. Selected prose and poetry by Petrarch, Coleridge, Clare, Dickinson, Williams, Celan, and others. —S.Hamilton.
*3 points. MW 1:10-2:25.*

*ENRE BC 3810y*
**Literary Approaches to the Bible**
Interpretive strategies for reading the Bible as a work with literary, historical, and social dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on later literature, combined with the more formal disciplines of biblical studies. —P. Ellsberg
*4 points. T 2:10–4:00*

*ENGL BC 3996x, y*
**Special Project in Theatre, Writing, or Critical Interpretation**
Senior majors who are concentrating in Theatre or Writing and have completed two courses in writing or three in theatre will normally take the Special Project in Theatre or Writing (3996x, y) in combination with an additional course in their special field. This counts in place of one of the Senior Seminars. In certain cases, Independent Study (BC 3999) may be substituted for the Special Project.
*Permission of the instructor and chair required. In rare cases, with the permission of the chair, a special project in conjunction with a course may be taken by other English majors.*
*1 point.*

*ENGL BC 3997x, 3998y*
**Senior Seminars: Studies in Literature**

Required of all majors, these seminars are designed to deepen knowledge of periods, writers, works, genres, and theories through readings, discussion, oral reports, and at least one significant research paper.
*Written permission of the instructor required. Enrollment limited to seniors.*
*4 points.*

*ENGL BC 3997x*
**Senior Seminars: Studies in Literature**

**1. Violent Thought**
Violent thought from Reformation to Romanticism. How does thought reflect and respond to cultural violence? Pose this question and consider answers, reading literature, philosophy, theology, and law. Authors include Montaigne, Shakespeare, Descartes, Bacon, Locke, and Wordsworth. —R. Hamilton.
*W 2:10–4:00.*

**2. Body and Language**
Interpretations of the female body and feminine sexuality in relation to issues of pleasure, love, death, and the unconscious in various postmodern literary and (mainly Lacanian) theoretical texts. —M. Jaanus
*Th 6:10–8:00*

**3. The Literature of the Middle Passage**
The course will look at the literature that has been produced as a result of the Atlantic Slave Trade. This includes writing from Africa, Britain and the Americas which reflects the huge changes in history that have occurred as a result of this process of involuntary migration out of Africa. We will study literary texts by Achebe, Ama Ata Aidoo, Du Bois, Conrad, Equiano, and Baldwin, among others.—C. Phillips
*T 11:00-12:50*

**4. Slavery: A Woman's Experience**
Slavery as experienced in the 19th century and as recreated by later authors. Autobiography, prose, fiction, and poetry. Writers include Jacobs, Harper, Kemble, Chestnut, Chesnutt, Cable, Twain, Stowe, Mitchell, Gaines, Morrison.—Q. Prettyman
*M 2:10-4:00*

**5. Victorian to Modern**
Modernism(s) vs. the myth of modernism; as willed rupture with the Victorian as well as child of it; as creative response to impasses not only of nineteenth-century thought and art but of a tradition called western. British and European authors fall within the ambit of this movement and moment.—C. Plotkin
*W 4:10-6:00*

**6. Renaissance Love Poetry, Erotic and Devotional**
Exploring the 17th-century categories (and relations between) sacred and prophane, erotic/sexual and spiritual, and the role of gender, we'll read *Donne's Songs and Sonnets, Anniveraries,* and religious lyrics; Aemelia Lanyer's *Salve Deus Rex Judaeorum,* and George Herbert's *The Temple.* —A. Guibbory.
*T 4:10-6:00*

*ENGL BC 3998y*
**Senior Seminars: Studies in Literature**

**1. The Family in Turn-of-the-Century American Fiction**
An inter-disciplinary examination of changing cultural dynamics of the American family. Considers issues such as the family and the market, immigration, "race," reproductive politics, and nativism. Authors include James, Wharton, Cahan, Hopkins, Gilman, Cather, and Faulkner. —J. Kassanoff
*W 11:00–12:50*

**2. Film: The Man in the Crowd/The Woman of the Streets**
An exploration of 19th- and early 20th-century formulations of the masses, the public, the people, the social nebulae, and the individual as conceived in relation to them in novels, stories, and films. Readings include works by Dickens, Gissing, Poe, Sinclair Lewis, Dos Passos, Nathanael West; films by Vidor, Chaplin, Capra, and others; and some readings in early sociology on mass psychology, conformity, and theories of the crowd. —M. Spiegel
*Th 4:10–6:00*

**3. Gender and Politics in the Medieval Romance**
The romance genre as a form of entertainment and social critique. Works from the twelfth to the fifteenth centuries; also some readings in anthropology, social and cultural history, literary theory and criticism. —E. Weinstock
*Th 2:10-4:00*

**4. Victorian and Modern Drama**
Drama in transition. Changing social structures and dramatic structures at the turn of the century. The relationship between convention and invention in the plays of Shaw, Wilde, Pinero, Ibsen, Chekhov, Robins, and others. —P. Denison
*M 11:00-12:50*

**5. Harlem in Literature**
Examines Harlem as a setting and literary device in the fiction and poetry of writers throughout the twentieth century. Authors include Baldwin, Ellison, Hughes, Larsen, Lorde, Morrison, Petry, McKay and van Vechten. In addition to the readings, the class will visit major Harlem cultural landmarks and take a literary walking tour. —G.H. Gerzina
*T 12:00-1:50*

**6. Modernist Visions: Conrad, Eliot, Woolf**
Hearts of darkness and light, overseas and at home in London, in the first decades of the 20th century. Gender divisions; images of fragmentation and reconstruction.—C. Brown
*W 4:10-6:00*

***ENGL BC 3999x, y***
**Independent Study**
Senior majors who wish to substitute Independent Study for one of the two required Senior Seminars should consult the chair. Permission is given rarely and only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register. There is no independent study for screenwriting or film production.
*Permission of the instructor and of the departmental chair required.*
*4 points.*

***ENGL W4390.***
**Dickens & the 19th Century**
This course will trace the arc of Dickens' career, his evolution as a narrative strategist and social visionary, with attention to such nineteenth-century preoccupations as urban life, poverty, crime, detection, bureaucracy, reform, disease, self-help, sentimentality, and the problem of virtue. Dickens' more intimate concerns, including companionate love, relations between fathers and daughters, generational conflict, female modesty and respectability, will also come under our scrutiny. —M. Spiegel.
*3 points. MW 6: 10-7:25*

***CLEN W4995y***
**Reading Lacan**

An intensive reading of selections from Lacan's Seminar VI: Desire and Its Interpretation with Hamlet, of Seminar VII: The Ethics of Psychoanalysis with Antigone and Kant's Ethics; of Seminar VIII: Transference with Plato's Symposium, and of Seminar X: Anxiety and Seminar 20: Encore: On Feminine Sexuality with selected novels. Emphasis on the relevance of Lacan's thought to literature and culture and on his shift from desire and language to jouissance, love, and poetry as well as on the significance of his inclusion of the symptom in his knot of the Imaginary, Symbolic, and the Real. —M. Jaanus

*3points.* *Th 6:10-8*

# ENVIRONMENTAL BIOLOGY

1203 Altschul Hall 854-2437

**Advisers:** Paul E. Hertz (Biological Sciences), Stephanie Pfirman (Environmental Science)

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay.

Students may substitute courses taught at Columbia (in the Departments of Biology, E3B, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester abroad in the field. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major. **There is no minor in Environmental Biology.**

## Requirements for the Major

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:

| | | |
|---|---|---|
| BIOL | BC 2001, 2002, 2003, 2004 | *Introductory Biology* |
| EESC | V 2100 and 2200 | *Introductory Env Science* |
| CHEM | BC 1601 and either 1602 or 3328 and 3230 | *General/Organic Chemistry* |

2. One lecture course in Ecology:

| | | |
|---|---|---|
| BIOL | BC 3370 | *General Ecology* |
| or | BC 3372 | *Population/Community Ecology* |

3. One laboratory course in Ecology:

| | | |
|---|---|---|
| BIOL | BC 3373 | *Laboratory in Ecology* |

4. One lecture course organismal biology chosen from the following:

| | | |
|---|---|---|
| BIOL | BC 3240 | *Plant Biology* |
| or | BC 3250 | *Invertebrate Zoology* |
| or | BC 3260 | *Vertebrate Zoology* |
| or | BC 3320 | *Microbiology* |

5. One additional lecture course in Biology (*not* including those listed above under organismal biology).

6. One course in methodology:

| | | |
|---|---|---|
| EESC | BC 3014 | *Field Methods* |
| or | BC 3016 | *Environmental Measurements* |
| or | BC 3025 | *Hydrology* |

7. One additional lecture course in Environmental Science.

8. One course in data handling:

| | | |
|---|---|---|
| BIOL | BC 3386 | *Biometry* |
| or EESC | BC 3017 | *Environmental Data Analysis* |

9. A senior essay completed in one of the following courses:

| | | |
|---|---|---|
| BIOL | BC 3590 | *Senior Seminar* |
| or | BC 3591/3595 | *Guided Research* |
| or EESC | BC 3800x and 3801y | *Senior Research Seminar* |
| or EESC | BC 3997y and 3998x | *Guided Research (for February graduates)* |

**Note:** Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.

# ENVIRONMENTAL SCIENCE

404 Altschul Hall 854-5618
**www.barnard.edu/envsci**

**Professor:** Stephanie Pfirman (Chair)

**Associate Professor:** Martin Stute

**Senior Lecturer:** Peter Bower[1]

**Laboratory Directors:** Joseph Liddicoat, Diane Dittrick

**Adjunct Professors:** Lynn Sykes, Klaus Jacob, Cynthia Rosenzweig, Yochanan Kushnir, Terryanne Maenza-Gmelch

**Mellon Post Doc:** Timothy Kenna

[1] Absent on leave Fall Term

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth's natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society. The department offers two majors, Environmental Science and Environmental Policy. A third major, Environmental Biology, is offered in conjunction with the Department of Biological Sciences.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. An internship is particularly valuable in the summer before the senior year because it may lay the foundation for the senior thesis.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those interested in graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in an Environmental Biology major or minors in these fields. Students interested in pursuing further work in environmental policy, economics, environmental law, journalism, or teaching may consider majoring in Environmental Policy or pursuing a double major, a special major, or a major/minor combination in relevant fields.

## Requirements for the Environmental Science Major

Part A. The following 4 courses with labs:

| | | |
|---|---|---|
| EESC | V 2100 | Earth's Environmental Systems: Climate |
| EESC | V 2200 | Earth's Environmental Systems: Solid Earth |
| CHEM | BC 1601 | General Chemistry I |
| BIOL | BC 2002 | Physiology, Ecology, and Evolutionary Biology |
| BIOL | BC 2003 | Biodiversity Laboratory |

Part B. Two other courses in chemistry, physics, and/or biology (see department web site for a list of approved courses).

Part C. Two courses in calculus, statistics, data analysis, and/or microeconomics (see department web site for a list of approved courses).

Part D. Four courses in environmental science and decision-making (see department web site for a list of approved courses).

Part E. A senior thesis completed by the following course sequences:
EESC BC 3800x-3801y Senior Research Seminar
EESC BC 3997y, 3998x Guided Research (for February graduates)

## Requirements for the Environmental Science Minor

Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department chair. Five courses are required, including 2 laboratory science courses (such as EESC BC 1001, BC 1002, V 2100, V 2200, V 2300) and 3 electives that form a coherent program in conjunction with the student's major field. In some cases, courses in other sciences can be substituted with approval of the chair.

## Environmental Policy

**Advisers:** Stephanie Pfirman (Environmental Science Department), Richard Pious (Political Science), Rajiv Sethi (Economics), Paige West (Anthropology)

Environmental Policy is a growing field at the intersection of science and society. Environmental Policy focuses on political institutions, societal processes, and individual choices that lead to environmental stress, as well as the impact of environmental stress on institutions, processes, and individuals, and the development of approaches to reduce environmental impact.

The new Environmental Policy major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns. The major begins with foundations in the natural sciences, social sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences. Student research at the junior level is required in Political Science or Anthropology, and at the senior level in Environmental Science. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community. Majors have their primary affiliation with the Environmental Science Department (Stephanie Pfirman) and a second advisor chosen from Political Science (Dick Pious), Economics (Rajiv Sethi), or Anthropology (Paige West).

Environmental Policy graduates go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. **There is no minor in Environmental Policy.**

## Requirements for the Environmental Policy Major

1. **Natural Science Foundation:**
   EESC V 2100 Earth's Environmental Systems: Climate with lab
   CHEM BC 1600 General Chemistry I with lab
   BIOL BC 2002 Physiology, Ecology, and Evolutionary Biology
   with BIOL BC 2003 Biodiversity Laboratory
   and either BIOL W 2002, EESC V 2300, or Columbia SEE-U Summer Program
2. **Second semester of one of the three natural science foundation courses, Biology,**

**Chemistry, or Environmental Science (see department web site for a list of approved classes).**

3. **Quantitative Assessment:**
   EESC BC 3017 Data Analysis
   and either EESC BC 3016, EAEE E 4009, or EESC W 4050
4. **Decision-making Foundation:**
   ECON BC1002 Introduction to Economics
   or ECON W1105 Principles of Economics
   POLS V 1601 International Politics
   ANTH V 3004 Introduction to Environmental Anthropology
   or ANTH V 1010 Human Species—Place in Nature
5. **Natural Science Elective in an upper level course in natural science (see department web site for a list of approved classes).**
6. **Social Science Elective in an upper level course in social science (see department web site for a list of approved classes).**
7. **Junior research colloquium or other research experience in the social sciences or psychology (building on Decision-making Foundation and Social Science Elective) selected from the following:**
   ANTH W 4022 Political Ecology
   or ANTH V 3973 Environment & Development
   or ANTH BC 3868 Ethnographic Field Work
   or POLS BC 3331 Colloquium on American Political Decision-making
   or POLS BC 3800 Colloquium on International Political Economy
   or POLS BC 3805 International Organizations
8. **Senior Thesis**
   EESC BC 3800 Senior Research Seminar (fall)
   EESC BC 3801 Senior Research Seminar (spring)

## Courses of Instruction

For a complete, updated list of courses, consult the department or check the departmental web site at the beginning of the semester.

***EESC BC 1001x, 1002y***
**Environmental Science I, II**

***Autumn Term:*** A semester-long, integrated study of the Hudson River ecosystem with emphasis on the physical dynamics, chemistry and pollutant history, the structure and functioning of ecosystems, energy flow and nutrient cycling. Interdisciplinary analysis of endangered species and the law, the history of the river. Includes a reading of Robert Boyle's *The Hudson River: A Natural and Unnatural History* and Farley Mowat's *Never Cry Wolf.*

***Spring Term:*** An interdisciplinary, integrated study of groundwater, radionuclides, toxics, and human health in the context of a semester-long, detailed exploration of a simulated brownfield and local community. Includes a reading of Jonathan Harr's *A Civil Action* and Rachel Carson's *Silent Spring.* —P. Bower

*Prerequisites: Enrollment limited. BC 1001 required for BC 1002. Students must sign up for BC 1001 in 404 Altschul during the program-planning period of the previous spring.*

*Laboratory fee: $30.*

*4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.*

*EESC V 2100x, y*
**Earth's Environmental Systems: Climate**

Formation of winds, storms, and ocean currents. Recent influence of human activity: global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —S. Pfirman, J. Hays, M. Visbeck, S. Hemming

*Prerequisites: High school algebra. Recommended preparation: High school chemistry and physics. Enrollment limited.*

*4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.*

*EESC V 2200x*
**Earth's Environmental Systems: Solid Earth**

Plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —W. Menke, K. Kastens, W. Ryan

*Prerequisite: EESC V 2100, Earth Semester at Biosphere 2, or facility with computers. Enrollment limited.*

*4.5 points. Lecture: MW 2:40–3:55 Laboratory: One session of 3 hours per week.*

*EESC V 2300y*
**Earth's Environmental Systems: The Life System**

Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical earth, vulnerability of ecosystems to environmental change: causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis, modeling, and field trips. —P. Olsen, K. Griffen

*Enrollment limited.*

*4.5 points. Lecture: MW 2:40–3:55. Laboratory: One session of 3 hours per week.*

*EESC BC 3013y*
**Shorelines and Streams**

An interdisciplinary study of shoreline processes and the larger ecosystems of which they are a part. Shorelines is a problem-oriented, field-methods course providing hands-on experience with tools and observational methods in a variety of outdoor environments. Involves sampling and identification techniques for rocks and minerals, fossils, water, soil, flora, and fauna, the creation of a field collection. —P. Bower

*Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.*

*3 points.*

*EESC BC 3014x*
**Field Methods in Environmental Science**

Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. These tools and techniques require field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y. —P. Bower

*Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.*

*3 points.*

*EESC BC 3016x*
**Environmental Measurements**

A holistic examination of the Hudson River using analytical techniques common in environmental and earth science applications. Training in standard techniques for water and sediment analysis, including spectrometric and chromatographic methods. —T. Kenna

*Enrollment limited. Required field trip on first Friday of semester.*

*3 points. Lab fee $30.*

*EESC BC 3017*
**Environmental Data Analysis**

Acquisition, analysis, interpretation, and presentation of environmental data, assessment of spatial and temporal variability. Basic principles of statistics and GIS, uses standard software packages including EXCEL and ArcGIS. –M. Stute
*Prerequisite: One year of college science or EESC V 2100 or permission of the instructor.*
*3 points.*

*EESC BC3018*
**Weapons of Mass Destruction**

A review of the history and environmental consequences of nuclear, chemical, and biological weapons of mass destruction (WMD), of how these weapons work, what they cost, how they have spread, how they might be used, how they are currently controlled by international treaties and domestic legislation, and what issues of policy and decision-making are of concern to current debates on WMD. –P. Bower, P. Richards
*3 points.*

*EESC BC 3021x*
**Forests and Environmental Change**

Exploration of forests in global change: historical and future perspectives. Resources, including biodiversity, medicinal/ethnobotany; conservation and management strategies; role in carbon cycle. —T. Maenza-Gmelch
*Prerequisites: One year of college science or permission of the instructor. Alternate years.*
*4 points.*

*EESC BC 3023x*
**The Hudson River Environment**

An integrated examination of the relationship between system function and human habitation for one of the great rivers of the world. Geologic origins, watershed development, estuarine dynamics, habitats, fisheries, industrialization, and transformation of the landscape. Special topics include: PCBs and radionuclides, heavy metals, the Storm King controversy. —P. Bower
*Prerequisites: One year of college science or permission of the instructor. Alternate years.*
*3 points.*

*EESC BC 3025y*
**Hydrology**

Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global issues related to water resources, including pollution control, sustainable development, and climate change. —M. Stute
*Prerequisites: EESC V 2100, physics, or permission of the instructor. Includes two one-day field trips. Alternate years.*
*3 points.*

*EESC BC3032y*
**Agricultural and Urban Land Use: Human-Environment Interactions**

Human transformation of the terrestrial environment since Paleolithic times. Physical process involved in human-environment interactions. Guidelines for sustainable development using present and past examples of environmental use and abuse. —C. Rosenzweig
*Prerequisites: One year of college science or permission of the instructor. Alternate years.*
*4 points.*

***EESC BC 3033x***
**Waste Management**
Cradle-to-grave analysis of product and waste streams. Municipal solid waste, landfills, incineration, and recycling. Hazardous waste, sewage waste and sewage treatment, nuclear fuel cycle and nuclear wastes. Waste management solutions, public health, and environmental law. —P. Bower
*Alternate years.*
*3 points.*

***EESC BC 3035y***
**Environmental Hazards and Disasters**
Understanding the complex interactions between nature and societies during disasters. Prediction and avoidance of catastrophic events that originate in natural and technologic systems. Response strategies to minimize damage before, during, and after events such as floods, hurricanes, and nuclear breakdowns by primary institutions and organizations on a national (U.S.) and international scale. Analysis of societal, economic, and engineered relief projects. —L. Sykes, K. Jacob
*3 points.*

***EESC BC 3040y***
**Environmental Law**
Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing. —P. Bower, D.Neacsu
*3 points. MW 1:10–2:25*

***EESC BC 3200x***
**Ecotoxicology**
The study of anthropogenic contaminants within our natural environment and their subsequent effects on biological organisms. Effects to be examined: the molecular scale (biochemical pathways of metabolism and detoxification), the organismal scale (target organs, behavioral effects), and the ecosystem scale (species viability). Other topics: toxicity assays and beginning risk assessment. —TBA
*Prerequisites: CHEM BC1601x, BIOL BC 2002x, or permission of the instructor.*
*3 points.*

***EESC BC 3800x, 3801y***
**Senior Research Seminar**
Guided, independent, in-depth research culminating in the senior thesis in the spring. Weekly seminar to review work in progress and share results through oral and written reports. —Staff
*Senior majors (juniors with permission of the instructor). Provides credit for the senior thesis.*
*3 points.*

***EESC BC 3997y, 3998x***
**Guided Research**
Generally used in the Autumn to prepare for EESC BC 3800y, or substituted for EESC BC 3800y in the case of February graduates. Guided, independent in-depth research culminating in the senior thesis in Autumn term. —Staff
*Variable points.*

***EESC BC 3999x, y***
**Independent Study**
Advanced projects for students who have adequate backgrounds to work independently with guidance from a member of the faculty. —Staff
*Permission of the chair required. Does not provide major credit. Variable points to a maximum of 6.*

*There are courses offered by other departments at Barnard and Columbia that are of special interest to students of Environmental Science. Students should consult the Barnard Environmental Science Department, the departmental web site, and check the* Columbia Bulletin *for more information.*

# FILM STUDIES

The program is supervised by the Barnard Committee on Film Studies:

**English:** Assistant Professors: Ross Hamilton, Monica Miller[1]

**French:** Professor Serge Gavronsky

**German:** Associate Professor Erk Grimm[1]

**Italian:** Associate Professor Nelson Moe

**Anthropology:** Assistant Professor Brian Larkin

**Spanish:** Flora Schiminovich

**Visiting Professor:** Larry Engel

**Lecturers:** David Mckenna. Marie Regan

**Columbia Faculty:** Annette Insdorf, Milena Jelinek, Richard Peña, Andrew Sarris, James Schamus, David Sterritt

[1] Absent on leave 2004–05

Film was a dominant cultural medium of the twentieth century and a powerful historical force that shaped the period. Indeed it continues to reflect and form our present experience. The art links literature, visual culture, and music, and enters into a range of academic disciplines, including art history, economics, history, literature, psychology, sociology, and political science. The educational goal of the film major is to provide a solid grounding in the history and theory of film and its relation to other forms of art. Students are introduced to visual storytelling, film technology, and the economic and sociopolitical context of the film industry. The trajectory of the major moves from introductory-level courses (four are required), to intermediate-level (three are required), to advanced-level (including two labs and the senior seminar), plus two electives from the approved list. While the course of study is rooted in film history and theory, students take workshops in screenwriting and filmmaking and produce a script and a short film.

## Requirements for the Major – 12 courses

The prerequisite for all classes is Introduction to the study and theory of film, open to first-year students.

### 4 Introductory-level courses:

Introduction to the study and theory of film. A prerequisite for all further film classes, and open to first-year students. *Barnard students are expected to take the section offered at Barnard in the Fall term*, ENGL BC 3140x.

| | |
|---|---|
| FILM W 3100 | American Film History, 1930-60 |
| FILM W 3200 | Silent Screen |
| FILM W 3201 | International Film History, 1930-60 |
| or W 3202 | International Film History 1960-90 |

**3 Intermediate-level courses:**

| | |
|---|---|
| FILM R 4005 | The Film Medium: Script Analysis |
| FILM W 3050 | The Documentary Tradition |
| or W 4098 | Film Theory I |
| FILM W 4145 | Topics in World Cinema, or, with approval, appropriate substitutions from the list of elective courses below. |

**5 Advanced-level courses:**

| | |
|---|---|
| ENGL BC 3119x/y | Screenwriting |
| or FILM W 3005 | Laboratory in Writing for Film |
| ENGL BC3200 | Production (substitutes for FILM W 3051: Laboratory in Nonfiction Filmmaking or W 3054: Laboratory in Fiction Filmmaking). |
| ENGL BC 3998y | Senior Seminar/Film |
| or FILM W 3840x | Senior Seminar in Film Studies |

## Two film electives (consult list below)

**Elective Courses at Barnard for the Academic Year 2004-5 include:**

| | |
|---|---|
| CLIA V 3660y | Mafia Movies |
| ENGL BC W3702x | Drama, Theatre, Theory: Drama, Film and the Law |
| ENGL BC 3998.2y | Film: The Man in the Crowd |
| FREN BC 3047.8 | Africa in Cinema |
| FREN BC 3049 | France on Film |
| RELI V 3610 | Religion and American Film |
| SOCI BC W 3270 | Mass Media/Popular Culture |
| SPAN BC 3151 | Spanish Film: Cinematic Representations of Spain |
| SPWS BC 3135x | Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film |
| SPAN 3004 | Language and Film: Pedro Almodovar |
| SPAN 3004 | Language and Film: Issues in Contemporary Spanish Cinema |
| WMST BC 3117y | Women and Film |

**Columbia Electives:**

FILM W 3300, FILM W 3500, FILM W 3850, FILM W 4016, FILM W 4054, FILM R 4138, FILM W 4220

*For the most current offerings, check the Department website.*

*Related Courses: at least 3 courses in other departments to be chosen in consultation with the adviser. A current list of related courses will be available from the committee members.*

*There is no minor in film studies.*

# FIRST-YEAR SEMINAR

330 Milbank Hall 854-8756
**www.barnard.edu/fysem/**

This program is supervised by the First-Year Seminar Committee:

**Professor of Classics:** Helene Foley[1]

**Professor of English:** James Basker[2]

**Professor of Political Science:** Dennis Dalton

**Professors of History:** Rosalind N. Rosenberg, Herbert Sloan (Director)

**Senior Lecturers in English:** Patricia Denison, Margaret Vandenburg

Instruction in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

**Professors:** Mark Carnes (History), Dennis Dalton (Political Science), Sandra Genter (Dance), Anne Higonnet (Art History)[2], Natalie B. Kampen (Women's Studies)[1], Alfred Mac Adam (Spanish), Keith Moxey (Art History), Catherine Nepomnyashchy (Slavic), Richard Pious (Political Science), Jeanne Poindexter (Biology)[3], Jonathan Rieder (Sociology), Rosalind Rosenberg (History), Herbert Sloan (History)

**Associate Professors:** Taylor Carman (Philosophy), Erk Grimm (German)[2], Larry Heuer (Psychology), Joel Kaye (History)[2], Rachel McDermott (Asian and Middle Eastern Cultures), Rajiv Sethi (Economics)[3], Lesley Sharp (Anthropology)

**Assistant Professors:** Linda Beck (Political Science), Alan Dye (Economics), David Goldfarb (Slavic), Ross Hamilton (English), Jennie Kassanoff (English), Monica Miller (English)[2], Kristina Milnor (Classics), Lorraine Minnite (Political Science), Barbara Woike (Psychology), Elizabeth Weinstock (English), Nancy Worman (Classics)

**Lecturers and Other Faculty:** James Crapotta (Spanish)[2], Mary Cregan (English), Patricia Denison (English), Celia Deutsch (Religion), Margaret Ellsberg (English), Mara Kashper (Slavic), John Pagano (English), Nancy Kline Piore (English), Agueda Rayo (Spanish), Flora Schiminovich (Spanish), Patricia Stokes (Psychology), Timea Szell (English), Margaret Vandenburg (English)

[1] absent on leave Spring 2005

[2] absent on leave 2004–05

[3] absent on leave Fall 2004

## Purpose and Structure

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. The purposes of the First-Year Seminars are threefold:

1. To develop further the essential and prerequisite skills a student brings to Barnard in the critical reading and analysis of important texts, in effective speaking, and in writing well—this last especially.
2. To develop these skills within an intellectually challenging context where students and teacher alike, through a close examination of important and relevant texts, engage in an extended consideration of a theme central to human concerns and which goes beyond departmental boundaries.
3. To develop these skills and encounter this intellectual challenge in a small-class setting with instruction by a regular member of the Barnard faculty who has chosen to partici-

pate in the program. As such, First-Year Seminars should provide entering Barnard students with an early sense of community.

Accordingly, all First-Year Seminars share a common structure:

- Each will meet twice a week in regularly scheduled class periods and earn 3 points.
- Each will have an enrollment of approximately 16 to 18 students.
- Reading assignments will consist of a maximum of six book-length assignments or their equivalent (about 2,000 pages).
- Writing assignments will consist of a minimum of an assignment every other week. These assignments will vary in character (e.g., an assigned topic; a selected topic; reworking a previous assignment; editing the work of others) and length.
- The regular grading practices of the College will be followed. Upon completion of the course, students will have an opportunity to evaluate their First-Year Seminar and to offer suggestions as to how it might be improved in subsequent offerings.

## Courses of Instruction

The First-Year Seminar program consists of approximately 36 seminars, organized into three categories:

I. Reinventing Literary History
   A. The Legacy of the Mediterranean
   B. The Americas
   C. Women and Culture
II. Reacting to the Past
III. Special Topics

These categories identify thematic concerns or textual emphases common to more than one seminar, while reflecting varying levels of faculty collaboration that went into the development of the individual seminars. They are also intended to facilitate the process by which a student selects her seminar. (Procedures for selecting First-Year Seminars are described in the First-Year registration materials.)

*What follows is a representative sample of seminars typically offered in one academic year; for the most up-to-date listing of courses, please visit www.barnard.edu/fysem which is the First-Year Seminar website.*

## I. Reinventing Literary History

Sections of Reinventing Literary History are grouped in three clusters: The Legacy of the Mediterranean, The Americas, Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture.

### *A. The Legacy of the Mediterranean: Reformation to Modernism*

The course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world's greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City.

Legacy of the Mediterranean I (Autumn): Euripides, *The Bacchae*; the Homeric Hymn to Demeter; Homer, *Odyssey*; Vergil, *Aeneid*; Dante, *Inferno*; Chaucer, *The Canterbury Tales*; Margery Kempe, *The Book of Margery Kempe*; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, *La Princesse de Cleves*.

***FYSB BC 1168***
**The Legacy of the Mediterranean I**
—Elizabeth Weinstock, English

***FYSB BC 1169***
**The Legacy of the Mediterranean I**
—Cary Plotkin, English

Legacy of the Mediterranean II (Spring): Milton, *Paradise Lost*; Voltaire, *Candide*; Puccini, *La Boheme* [excursion to the Metropolitan Opera]; Mary Shelley, *Frankenstein*; Darwin, Marx, and Freud (selected essays); Joseph Conrad, *Heart of Darkness*; T. S. Eliot, *The Waste Land*; Virginia Woolf, *To the Lighthouse*; Zora Neale Hurston, *Their Eyes Were Watching God*.

***FYSB BC 1169***
**Legacy of the Mediterranean II**
—Rebecca Stanton, Slavic

***FYSB BC 1174***
**Legacy of the Mediterranean II**
—Doug Goldstein, English

### *B. The Americas*

The course transcends the traditional and arbitrary distinction that separates North and South American literatures. The Americas emerge not as a passive colonial object but as an active historical and aesthetic agent. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to the classic American novels, short stories, and poetry, the following multicultural curriculum features genres ranging from creation myths and slave narratives to Gothicism and magic realism.

The Americas I: (Autumn): Garcilaso Inca de la Vega, *Royal Chronicles*; Amerigo Vespucci, *Mundus Novus*; Shakespeare, *The Tempest*; Sor Juana Ines de la Cruz (selected poetry); Catharine Maria Sedgwick, *Hope Leslie*; Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, or *Gustavus Vassau, the African, Written by Himself*; Herman Melville, *"Benito Cereno"*; William Apess, *A Son of the Forest*.

***FYSB BC 1269***
**The Americas I**
—Linn Cary Mehta, English

***FYSB BC 1273***
**The Americas I**
—Thomas Ratekin, English

The Americas II (Spring): Nathaniel Hawthorne, *The Blithedale Romance*; Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*; José Marti, Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Bennett, and T. S. Eliot, selected poetry; Machado de Assis, *Dom Casmurro*; William Faulkner, Jorge Luis Borges, and Gabriel Garcia Marquez, selected stories.

***FYSB BC 1270***
**The Americas II**
—Jennie Kassanoff, English

***FYSB BC 1271***
**The Americas II**
—Monica Miller, English

### *C. Women and Culture*

Literary history often portrays women as peripheral characters, confining their power to the islands of classical witches and the attics of Romantic madwomen. This course offers a revisionist responses to such constraints of canonicity, especially as they pertain to the marginalization of female subjectivity in literature and culture. We will therefore explore a more diversified range of intellectual and experiential possibilities. The curriculum challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction.

Women and Culture I (Autumn): Aeschylus, *Oresteia*; the Homeric Hymn to Demeter; Ovid, *Metamorphoses*; Sei Shonagon, *The Pillow Book*; Marie de France, *Lais*; Chaucer, *The Canterbury Tales*; Sor Juana Ines de la Cruz, selected poetry; Shakespeare, *Cymbeline*; Aphra Behn, *Oroonoko;* and Lady Hyegyong, *The Memoirs of Lady Hyegyong.*

***FYSB BC 1160***
**Women and Culture I**
—Timea Szell, English

***FYSB BC 1164***
**Women and Culture I**
—Georgette Fleischer, English

Women and Culture II (Spring): Milton, *Paradise Lost*; Madame de Lafayette, *The Princess de Cleves;* Mary Wollstonecraft, *A Vindication of the Rights of Woman*; Emily Bronte, *Wuthering Heights*; Emily Dickinson, selected poetry; Sigmund Freud, *Dora*; Virginia Woolf, *Mrs. Dalloway*; Gertrude Stein, *Doctor Faustus Lights the Lights*; Bessie Head, *When Rain Clouds Gather.*

***FYSB BC 1160***
**Women and Culture II**
—Mary Cregan, English

***FYSB BC 1329***
**Women and Culture II**
—Kate Levin, English

## II. Reacting to the Past

In these seminars, students are assigned specific roles that enable them to relive important intellectual debates in three separate historical moments. The class sessions are run by students and take the form of competitive "games." Students with similar roles will commonly work together to enact their dramatic scenarios. Students completing the fall seminar will automatically be entitled (but not required) to take a continuation seminar, designed on the same principles, in the spring semester.

Each seminar will work with the following games: Game 1: A trial of Socrates, set in 5th-century Greece, with Plato's *Republic* as the main evidentiary text; Game 2: A succession dispute between the Wan-li Emperor and his Confucian bureaucrats, set in 16th-century China, with the *Analects of Confucius* as the main text; Game 3: A trial of Puritan dissident Anne Hutchinson, set in 17th-century Massachusetts, with the Bible, Calvin's *Institutes*, and the original trial testimony as the main texts.

Please visit www.barnard.edu/reacting for the most up-to-date information.

***FYSB BC 1563***
**Reacting to the Past**
—James Crapotta, Spanish

*FYSB BC 1601*
**Reacting to the Past**
—Mark Carnes, History

*FYSB BC 1604*
**Reacting to the Past**
—Herbert Sloan, History

## III. Special Topics

*FYSB BC 1154*
**Death**
What is death? This question, which is the historical root of many current questions in the humanities, can only be answered by first asking what are life, consciousness, experience, Being, identity, and the relation between mind and body. This course considers ways of answering these questions in philosophical works by Plato, Aristotle, Descartes, Daniel Dennett, and Jane Gallop; literary texts include The Epic of Gilgamesh, poems from the elegiac tradition, works by Tolstoy, Thomas Mann, Carlos Fuentes, and Samuel R. Delaney, the photo-texts of Jo Spence, and a film by Derek Jarman.
—David Goldfarb, Slavic

*FYSB BC 1230*
**The Art of the Museum**
An analysis of the social, political, and aesthetic role of the museum in contemporary culture. The unique resources of New York City will be used to familiarize us with the organization and operation of a variety of different museums. What social needs does the museum espouse and promote? What is the educational significance of the museum as preserver of the past? According to what principles are works of art acquired? How are exhibitions conceived? What objects are chosen and how are they displayed to the public?
—Keith Moxey, Art History

*FYSB BC 1235*
**Detective Fiction**
Exploration of the evolution of detective fiction from Sophocles' Oedipus Rex to the present. Special attention to issues of gender, identity, and cultural difference. Readings include works by Dickens, Poe, Dostoevsky, Doyle, Christie, Sayers, and Tey.
—Catharine Nepomnyashchy, Slavic

*FYSB BC 1444*
**The Healer's Art**
A cross-cultural investigation of the lives of healers in diverse settings. Texts concern the joys and trials of doctoring in the West, non-Western forms of healing, and patients' experiences with illness and suffering. Readings will include fictional accounts and personal narratives of such philosopher-physicians and undertakers as O. Sacks and T. Lynch, as well as anthropological investigations conducted within and outside the United States.
—Lesley Sharp, Anthropology

*FYSB BC 1566*
Exploring the Poles
Experience the Arctic and Antarctic from the perspective of the early polar explorers: Nansen, Scott and Amundsen, Shackelton. Study the effect of extreme environmental conditions on expedition planning and implementation. Consider the relative importance of luck and skill in ultimate outcomes. Read classic works and journal accounts, including Nansen's "Farthest North," Lansing's "Endurance." Explore the dynamics of expeditions and the role of varying environmental conditions through role play. Use a web-based exploration tool to follow varying polar conditions during the expeditions and discuss emerging issues. Courseworks website.
—Stephanie Pfirman, Environmental, Science, & Robin Bell, Lamont-Doherty Research

***FYSB BC 1703***

**Re-presenting the Classics, or the Western Literary Tradition and Its Discontents**

Examines texts that both represent and confront the idea of the "classical tradition," texts which look to the ancient Mediterranean world as both a source of cultural authority and as a site of contestation. Moves between ancient and modern texts, in order to explore not only what constitutes the classical canon but also how it has been received, resisted, and transformed in Western literature. Engages issues such as how and why traditions are constructed, under what circumstances they come to be challenged or embraced, and the relationship between tradition and identity. Required texts: Jean Anouilh, *Antigone;* Federico Fellini, *Fellini's Satyricon*; E. M. Forster, "The Classical Annex"; H. D., *Heliodora* (selections); Homer, *Illiad* (selections); Petronius, *Satyricon*; Sappho, *Odes*; Shakespeare, *Troilus and Cressida*; Sophocles, *Antigone*; Tom Stoppard, *Arcadia*; Vergil, *Aeneid* 1-6; Virginia Woolf, "On Not Knowing Greek."

—Kristina Milnor, Classics

# FOREIGN AREA STUDIES

226 Milbank Hall 854-2059

This program is supervised by the Committee on Foreign Area Studies:

**Asian and Middle Eastern Cultures:** Rachel McDermott

**French:** Serge Gavronsky

**History:** Lisa Tiersten

**Spanish:** Alfred Mac Adam, Marcia Welles[1]

**Slavic:** Catherine Nepomnyashchy

[1] Absent on leave 2004–05

The purpose of Foreign Area Studies is to provide an introduction to the study of a foreign region of the world. Foreign Area Studies majors are encouraged to study abroad in the region of interest. The work is divided into three elements: language, a scholarly discipline, and a diversified approach to a region. The student who wishes to major may choose one of the regions listed below. The courses named under each region include only those most commonly elected. Other courses may be chosen upon approval of the project by an adviser.

## Requirements for the Major

A major in Foreign Area studies is open to qualified students whose applications are approved by the committee in charge. First-year students and sophomores anticipating such a major should consult their class advisers and the officer in charge by March 1 of the sophomore year.

The senior requirements vary according to the region studied. Majors should consult their advisers for details.

**Asian and Middle Eastern Cultures** (*Adviser:* Rachel McDermott). See page 101.

**European Studies** (*Adviser:* Deborah Valenze)

Students may focus on one country or one region of Western Europe. Competence in the language of the region is expected. The major includes:

A. A concentration consisting of five courses in an academic discipline in the Social Sciences chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).

B. Ten courses focusing on a country or region to include:
Two courses in European History;
Two courses in the literature or cultural studies of one country in the original language;
Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
Four courses outside the field of concentration dealing with the selected country or region.

*The following list is only a sample selection of courses that may be applied to the major.*

Anthropology V 3100 *Anthropology of Urban Life*
Anthropology V 3038 *Ethnicity and Race*
Art History V 3475, 3521 *Art and Culture of the Northern Renaissance*
*Seventeenth-Century Painting and Public Life in the Lowlands, 1580–1700*
*Comparative Economic Systems*

| | |
|---|---|
| Economics BC 3041 | *Theoretical Foundation of Political Economy* |
| History BC 1101, 1102 | *Introduction to European History (recommended as prerequisites for other history courses)* |
| History BC 3039 | *The Civilizing Process* |
| History BC 3323 | *European Women in the Age of Revolution 1700–1890* |
| History BC 4360 | *London: From 'Great Wen' to World City* |
| History BC 4368 | *History of the Senses* |
| Political Science BC 3007 | *Modern Political Movements* |
| Political Science BC 3013, 3014 | *Political Theory* |
| Political Science V 3505 | *Introduction to Comparative Politics* |
| Religion V 1101 | *Introduction to the Study of Western Religion* |
| Religion V 3501 | *18th- and 19th-Century Religious Thought* |
| Sociology V 3100 | *Introduction to Social Theory* |
| French courses in Culture and Literature | *See French, page 223.* |
| German courses in Culture and Literature | *See German, page 233.* |
| Italian courses in Culture and Literature | *See Italian, page 261.* |
| Spanish courses in Culture and Literature | *See Spanish, page 373.* |

**French Studies** (*Adviser:* Serge Gavronsky)

**German Studies** (*Adviser:* Erk Grimm)

**Latin American Studies** (*Adviser:* Alfred Mac Adam)
See Department of Spanish and Latin American Cultures, page 373.

**Russian Regional Studies** (*Adviser:* Catharine Nepomnyashchy). See Slavic, page 355.

**Spanish Studies** (*Adviser:* Marcia Welles)

# FRENCH

320 Milbank Hall

Chair 854-5539
Faculty Assistant 854-8312
**www.barnard.columbia.edu/french**

**Professors:** Serge Gavronsky

**Associate Professor:** Peter T. Connor (Chair)

**Assistant Professors:** Claudine Frank, Kaiama L. Glover

**Senior Lecturers:** Anne Boyman, Laurie Postlewate

**Lecturer:** Rachel Mesch[1]

**Senior Associate:** Isabelle Jouanneau-Fertig

**Associates:** Yaelle Azagury, Anne Catherine Dutoit

[1] Absent on leave Fall 2004

Courses in the French Department have a twofold objective: to perfect fluency in the written and spoken language, and to develop an understanding and appreciation of the literature and culture of France and French-speaking countries.

New students who have already given evidence of advanced training in French (Advanced Placement Examination with a score of 4 or 5; CEEB examinations with a score of 750) may automatically be exempted from the language requirement. All other new students who intend to satisfy their requirement in French will, depending upon their preparation, be placed immediately in the appropriate language course or be asked to take a placement test offered at the start of each semester (see College Calendar for exact dates). Those receiving a sufficiently high grade will be exempted from the language requirement. The others will be placed in French language courses according to their score. For additional information about language courses, students should consult the department chair.

Students who have satisfied the language requirement may immediately enroll in literature and culture courses (BC 3021, BC 3022, BC 3023, BC 3024); and advanced language courses (BC 3006–3019).

In cooperation with Columbia College, the department offers a program at Reid Hall in Paris open to majors and non-majors. See Study Abroad, page 46.

## Requirements for the Major

There are three majors available to prospective students in the department:

**Language and Literature:** This program emphasizes the language, culture, and literature of France and other French-speaking countries.

**Translation and Literature:** This program teaches students to translate from French into English and English into French, within a context of French culture and literature.

**French and Francophone Studies:** This program emphasizes the historical and contemporary interrelationship between France and the French-speaking world in their social, literary, and cultural aspects.

The requirements for each specific major are:

### Language and Literature

11 courses are required for the major:
FREN BC 3021 or BC 3023 and BC 3022 or BC 3024
Three language courses chosen from FREN BC 3006–3019
Two literature courses chosen from BC 3029–3036 and three courses chosen from 3037–3069
One senior seminar numbered BC 3090.

### Translation and Literature

11 courses are required for the major:
FREN BC 3021 or BC 3023 and BC 3022 or BC 3024
Four language courses chosen from FREN BC 3006–3019
Four literature courses chosen from the following: FREN BC 3029–BC 3079
One senior seminar numbered BC 3090.

### French and Francophone Studies

11 courses are required for the major:
FREN V 3420 and FREN V 3421
Two language courses chosen from FREN BC 3006–BC 3019
Three courses selected from FREN BC 3029–3079
Two courses selected from other departments at BC or CU pertaining to the major and chosen in consultation with the adviser.
One senior seminar numbered BC 3090.

The student is expected to declare her option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which vary with the interest of the student. Certain courses in the French and Romance Philology Department at Columbia University may be substituted with the approval of the chair.

A student who elects French as part of a combined double or interdisciplinary major will establish her individualized program with the departments concerned. All combined or interdisciplinary majors require approval from the Committee on Petitions and Academic Standing.

## Requirements for the Minor

Seven courses are required for a minor:
FREN BC 3021 or BC 3023, and BC 3022 or BC 3024, or FREN V 3420 and V 3421
Two language courses chosen from: FREN BC 3006–BC 3019
Three literature and culture courses chosen from: FREN BC 3029–BC 3079

## Courses of Instruction

### Language Courses

**For satisfactory completion of the language requirement, students receiving a grade of C– or lower will have to repeat the course.**

***FREN BC 1001x, 1002y***
**Elementary Full-Year Course**
Basic elements of French grammar. Oral, writing, and reading skills. —Staff
*Students may take either or both of these courses at Columbia.*
*4 points.*

***FREN BC 1102x***
**Review of Elementary French**

Oral and written review of basic grammar and syntax. Readings in modern French and Francophone literature. —Staff
*Course chair: I. Jouanneau-Fertig*
*Primarily for students who need further instruction to qualify for the intermediate course. Credit cannot be granted for both BC 1102 and BC 1002 (or its equivalent). Enrollment limited to 20 students per section.*
*3 points.*

***FREN BC 1203x, y***
**Intermediate I**

Further development of oral and written communication skills. Readings in French and Francophone literature. —Staff
*Course chair: L. Postlewate*
*Prerequisites: BC 1001x, BC 1002y, BC 1102x, C 1101–C1102, or an appropriate score on the placement test.*
*3 points.*

***FREN BC 1204x, y***
**Intermediate II**

Advanced work in language skills. Readings in French and Francophone literature. —Staff
*Course chair: A. Boyman*
*Prerequisite: BC 1203 or an appropriate score on the placement test.*
*3 points.*

***FREN BC 1205***
**Intermediate Oral French**

Intensive oral work, vocabulary enrichment, discussions on prepared topics relating to contemporary France and the French-speaking world, oral presentations. (This course does not satisfy the language requirement.) —I. Jouanneau-Fertig
*Limited to 15 students.*
*3 points.*

***FREN BC 3006***
**Composition and Conversation**

Discussions on contemporary issues and oral presentations. Creative writing assignments designed to improve writing skills and vocabulary development. —I. Jouanneau-Fertig
*Limited to 12 students*
*3 points.*

***FREN BC 3007***
**Commercial–Economic French**

The socioeconomic language of contemporary French society. Practice of oral and written communications based on documents from the French press. Students who have completed the course may wish to take the Diplôme du Français des Affaires given by the Chambre de Commerce et d'Industrie de Paris. —I. Jouanneau-Fertig
*Limited to 15 students.*
*3 points.*

***FREN BC 3011***
**History of the French Language**

Transformation and evolution of the French languages from the early Middle Ages to the present are studied from a socio-historical perspective. Primary texts include literary, legal, political, scientific, administrative, liturgical, and epistolary documents. Includes consideration of French outside of France and variations on the continent in the 20th century. —L. Postlewate
*3 points.*

*FREN BC 3012*
**Advanced Composition and Grammar Review**
Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments. —Staff
*3 points. MWF 10:00–10:50*

*FREN BC 3014*
**Advanced Translation into English**
Translation of various styles of prose and poetry from French to English. —A. Boyman
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

*FREN BC 3015*
**Advanced Translation into French**
Specific techniques of translation will be studied and applied to various texts (prose, poetry, theatre) and contexts (advertisements, cartoons, song lyrics, subtitles) in order to increase awareness of linguistic resources and expressive possibilities. —Staff
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

*FREN BC 3016x*
**Advanced Conversation**
Oral presentations and discussions of French films aimed at increasing fluency, acquiring vocabulary, and perfecting pronunciation skills. —A. Boyman
*Prerequisite: At least one French course after completion of the language requirement and permission of the instructor. Limited to 12 students.*
*3 points. MW 10:35–11:50*

*FREN BC 3017y*
**Rapid Reading and Translation**
Using selected texts from a variety of sources, the course aims at enhancing reading and comprehension skills through oral translation and discussions leading to increase competence in grammar, vocabulary, and pronunciation. —A. Boyman
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

*FREN BC 3018*
**Creative Writing**
Intensive writing workshop emphasizing new approaches to narrative prose and poetry.
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*1 point.*

*FREN BC 3019*
**Advanced Phonetics**
A detailed study of all aspects of French pronunciation; theoretical linguistic concepts will be followed up with intensive oral drills. —A. Boyman
*Prerequisite: Satisfaction of the language requirement or the equivalent. Limited to 12 students*
*3 points.*

## Literature Courses

*FREN BC 3021*
**Major French Texts I**
Medieval, Renaissance, and Classical literature in their cultural context. —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

***FREN BC 3022***
**Major French Texts II**

The Age of Enlightenment, Romanticism, Realism, and Symbolism. French BC 3021 may be taken for credit without completion of French BC 3022. —P. Connor
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

***FREN BC 3023***
**The Culture and Institutions of France I**

An historical analysis of *mentalités* from the Middle Ages to the reign of Louis XIV through symbol, structure, and self-presentation. —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

***FREN BC 3024***
**The Culture of France II**

Major cultural and institutional events in France from the 18th century to the present. Topics include the revolutionary tradition, left-right and secular-religious conflicts over the identity of France: its history, its mission, its people and policies. —S. Gavronsky
*Prerequisite: Satisfaction of the language requirement or the equivalent.*
*3 points.*

***FREN BC 3029***
**Laughter in the Middle Ages and Renaissance**

Explores both the traditional comic forms of early French literature (farce, sottie, fabliau, burlesque, grotesque) and comedic elements of "serious" genres such as chanson de geste, saints' lives, and romance. An investigation into the mentalités of the Middle Ages and Renaissance through an understanding of what made people laugh. —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

***FREN BC 3030***
**Medieval Theatre**

Examines a variety of kinds of theatrical representations (liturgical drama, comic farce and "sottie," court entertainments, pageants, religious mystery plays). —L. Postlewate
*Lectures and readings will be in English; French majors do written work in French.*
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

***FREN BC 3031***
**History, Literature and Culture of the Middle Ages**

Development and evolution of literary expression in France from the Crusades through the High Middle Ages. —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

***FREN BC 3032***
**Women and Writing in Early Modern France**

Examination of cultural and literary phenomena in 15th–17th century France, focusing on writings by and about women. —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3033*
**Literature of the French Renaissance and the Baroque**
Experimentation and discovery in the arts, in science and technology, and in the understanding of the human experience. Explores how the works of French poets, *prosateurs,* and playwrights reflect both the vibrancy and splendor of the time, as well as the struggle of an era preoccupied with death and "rebirth." —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3034*
**French Baroque and Classical Literature**
An interdisciplinary exploration of the literature and culture of the *"Grand Siècle."* —L. Postlewate
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3035*
**Eighteenth-Century French Fiction**
Courses and discourses of the heroine in selected 18th-century novels. The rise of the harlot, the tribulations of the orphan, the fall of the noblewoman, and the revenge of the betrayed. Readings include: Prévost, *Manon Lescaut;* Marivaux, *La Vie de Marianne;* Diderot, *La Religieuse*; and Laclos, *Les Liaisons Dangereuses.* Transpositions of the 18th-century heroine in operas and films. —Staff
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*
*3 points. Not offered in 2004–05.*

*FREN BC 3036*
**The Age of Enlightenment**
The challenge of traditional ideas of government, religion, ethics, and aesthetics in 18th-century France. —Staff
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*
*3 points.*

*FREN BC 3037*
**Nineteenth-Century French Poetry**
Readings of poems by Lamartine, Hugo, Baudelaire, Rimbaud, and Mallarmé. Focuses on the turn from Romanticism to Modernism in the 19th century. —A. Boyman
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3038*
**The Nineteenth-Century French Novel**
Evolution of the novel, aesthetics of Romanticism, Realism, Naturalism, and Symbolism. Particular attention is paid to the formal problems of narrative, the rhetoric of sentiment, *décadence*, and issues of sexual identity. —P. Connor
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*
*3 points.*

*FREN BC 3039*
**Twentieth-Century French Theatre**
Tradition and innovation in Modern Theatre, with special emphasis on the experimental spirit of successive avant-gardes. —Staff
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*
*3 points.*

*FREN BC 3040*
**Twentieth-Century French Fiction**
Topics will include the theory of the gratuitous act, literature and the rise of Fascism, war and the literature of commitment, erotic violence. —P. Connor
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.*
*3 points.*

*FREN BC 3041*
**Twentieth-Century French Thought**
Thorough study of the major intellectual movements in France from Surrealism to post-structuralism. Particular attention given to theories of political commitment, texuality and deconstruction. Readings include works by Breton, Senghor, Sartre, Lévi-Strauss, and Derrida.
—S. Gavronsky
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*
*3 points.*

*FREN BC 3042*
**Twentieth-Century French and Francophone Poetry**
Analysis of some of the major poets in France and in Francophone countries emphasizing theories of the avant-garde and traditional interests in politics, race, and gender. Poets include Cendrars, Saint John Perse, Césaire, Depestre, Aragon, Risset, Albiach, Roubaud, and Tahar Ben Jelloun.
—S. Gavronsky
*Prerequisite: FREN BC 3021, 3022, 3023, 3024, or the equivalent.*
*3 points.*

*FREN BC 3043*
**Twentieth-Century French Women Writers**
Writings by women will be analyzed in the changing philosophical and literary contexts of the 20th century. —A. Boyman
*Prerequisite: Satisfaction of the language requirement and one advanced FREN course or permission of the instructor.*
*3 points.*

*FREN BC 3045*
**The Short Story in France**
Short prose fiction (contes, nouvelles, récits, textes) will be read in a literary as well as historical context and studied as ground for experimentation in the meaning of fiction. —Staff
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.*
*3 points.*

*FREN BC 3061*
**Marx in France**
Examines the persistence and transformation of the sign "Marx" in multiple aspects of 20th-century French thought. Areas covered will include ethics, aesthetics, history, philosophy, and ideologies as of Surrealism through Négritude, existentialism, structuralism and post-structuralism.
—S. Gavronsky
*3 points.*

*FREN 3063*
**Topics in Theory and Literary Criticism: Critical Theory**
An introduction to the conceptual foundations of structuralism and post-structuralism. —A. Boyman
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3064*
**France on Film**

Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture. —S. Gavronsky
*Prerequisite: Satisfaction of the language requirement or permission of the instructor.*
*3 points.*

*FREN BC 3065*
**Surrealism in Painting and Film**

Major surrealist paintings, films, and photographs. Included are works by Breton, Desnos, Buñuel, Clair, Fini, Ernst, Dalí, Magritte, Man Ray, Molinier, Tanning, and Artaud. Critical texts by Sade, Freud, Breton, Bataille, Bellmer, Desnos, and others. —S. Gavronsky
*3 points.*

*FREN BC 3066*
**Workshop on Modern France: Les Intellectuels**

Definitions and roles of the "intellectual" in the 19th- and early 20th-century France. Examines theories of individualism; the rise of sociology and its view of religion; the conflict of rationalism/irrationalism at the turn of the century; intellectual political participation in the 30s; and the status of ethnography. —C. Frank
*3 points.*

*FREN BC 3070*
**Négritude**

Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. —S. Gavronsky
*Taught in French.*
*3 points.*

*FREN BC 3071*
**Blacks, Jews, and Arabs in Modern France**

From négritude to World War II anti-semitism, to contemporary French reactions to North African immigration. —S. Gavronsky
*3 points.*

*FREN BC 3072*
**Major Literary Works of the French Speaking World**

An introduction to major works of fiction from the French-speaking countries of the Caribbean, West Africa, North Africa and "Indochina." Considers some of the principal authors of these regions, and examines the socio-political, historical, and aesthetic considerations that have influenced Francophone literary production in the twentieth century. —K. Glover
*Prerequisite: Completion of language requirement in French or equivalent.*
*3 points.*

*FREN BC 3073*
**Africa in Cinema**

Representations of African culture by filmmakers from various cultural backgrounds. Social and ideological positions and the demands of exoticism. The constructions of the African as "other" and the responses they have elicited from Africa's cinéastes. —K. Glover
*3 points.*

*FREN BC 3074*
**Women in Francophone Africa: Historical and Cultural Perspectives**

Emphasizes cultural and historical representation of Francophone women by both women and men. Works will include novels, films, and poems, by authors such as Sembène Ousmane, Mariama Bâ, Amadou Kourouma, Camara Laye, Calixthe Beyala. —K. Glover
*3 points.*

*FREN BC 3075*
**Major African Texts: Orality and *Écriture***
Writing from the different parts of the continent. Focus on self-identity and the African experience as conveyed in a variety of genres: poetry, drama, the novel, and film. —K. Glover
*3 points.*

*FREN BC 3076*
**Jews in the Maghreb**
A historical, religious, cultural, and literary presentation of the Jewish experience in the Maghreb. —Y. Azagury
*3 points.*

*FREN V 3420*
**Introduction to French and Francophone Studies I**
Conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931. Emphasis on the issue of universalism versus relativism and the ideological foundations of French colonialism. Authors and texts will include selections from the Encyclopédie, the Déclaration des droits de l'homme et du citoyen, the Code Napoléon, Diderot, Chateaubriand, de Tocqueville, Drumont. —M. Dobie
*Satisfaction of French language requirement.*
*3 points.*

*FREN V 3421*
**Introduction to French and Francophone Studies II**
Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional and national identities will be considered in this introduction to the contemporary French-speaking world in Europe, the Americas and Africa. Authors include Aimé Césaire, Léopold Senghor, Frantz Fanon, Maryse Condé. —K. Glover
*Satisfaction of French language requirement.*
*3 points.*

## Senior Seminar

*FREN BC 3090*
**Senior Essay**
—Instructor TBA
*4 points.*

## Study in Paris

Columbia University in Paris
203 Lewisohn Hall. 854-2559
**www.ce.columbia.edu/paris**
Reid Hall, at 4, Rue de Chevreuse, in Montparnasse, is the Paris campus for Barnard College and Columbia University programs. The programs are open to students with majors in all fields. To assure validation of credits, students should work closely with their major advisers. Students should consult the web site about course offerings, which are subject to change.

Students may study at Reid Hall for one term (Autumn, Spring, or Summer) or for an entire academic year. Students in the Autumn programs may stay on for the Spring. Participation in the programs (except during the Summer) requires a full-time commitment to four courses totaling at least 12 points. Students may enroll in a fifth course with the permission of the Director of Studies. All students should discuss their proposed program with their home college adviser and Dean of Studies prior to departure.

## Autumn Programs

1. *The Intensive French Language and Civilization Program.* Open to students with two years of college-level French or the equivalent.
2. *The French Studies in the Humanities and Social Sciences Program.* Open to students with three years of college-level French or the equivalent. The third-year courses may be in literature, culture, grammar, composition, or conversation. Students may take up to two of their courses in the French university system.
3. *The Art History Program.* Open to students in good standing who have completed two years of college French or the equivalent and one introductory art history course with grades of B or better.
4. *The Supervised Research Program.* Open to students with three years of college-level French or the equivalent with grades of A– or better. Students may take up to three courses in the French university system and in addition must complete a mémoire, a research paper of publishable quality of at least 30 pages in length.

## Spring Programs

1. *The Intensive French Language and Civilization Program*
2. *The French Studies in the Humanities and Social Sciences Program*
3. *The Supervised Research Program*
4. *Political Science Program.* Open to students with three years of college-level French or the equivalent and a strong background in the social sciences.

## Academic-Year Programs

1. Students in the above-mentioned Autumn programs may stay on for the Spring. A variety of program options are available and are included in the descriptions of the Autumn programs.
2. *The Academic-Year Program.* Open to students who have completed three years of college French with distinction. Students study at Reid Hall and in the French university system and write a thesis.

## Summer Programs

The Columbia University Summer Session regularly offers courses at Reid Hall. A six-week summer term, in operation during June and July, is open to Columbia University and Barnard College students, qualified students from other institutions, and persons without current academic affiliation. All courses are offered for academic credit. The program offers grammar and composition, conversation, phonetics, art history, and literature. The program assists students in locating housing, including dormitory facilities in the Cité Universitaire.

# GERMAN

320 Milbank Hall

854-8312
**www.barnard.edu/german**

**Associate Professor:** Erk Grimm (Chair)[1]

**Senior Associate:** Irene Motyl (Language Coordinator)

Other officers of the University offering courses in German:

**Professors:** Mark Anderson (Chair); Andreas Huyssen; Harro Mueller[1]; Dorothea von Mücke

**Assistant Professors:** Stefan Andriopoulos [2]; Kelly Barry[1]; Michael Eskin

**Senior Lecturers:** Richard Korb

**Lecturers:** Jutta Schmiers-Heller

[1]Absent on leave 2004-05
[2]Absent on leave Autumn term
[3]Absent on leave Spring term

Courses in Dutch, Finnish, Swedish, and Yiddish are offered by the Department of Germanic Languages. For information contact 319 Hamilton Hall

Courses in German are designed to develop proficiency in language skills and to present the traditions as well as the current developments in the literature and culture of the German-speaking countries: Austria, Germany, and Switzerland.

The language requirement in German is fulfilled by the completion of V 1202 *Intermediate Course II*. Entering students with a previous knowledge of German will be placed in the appropriate course on the basis of their CEEB scores or in accordance with their achievements on a placement test taken prior to registration.

Three levels of language instruction are offered with an equal emphasis on reading, writing, oral comprehension, and speaking. The *Elementary Full-Year Course*, German V 1101–V 1102, includes CD-ROMs that the students will use to supplement their five classroom contact hours. In the *Intermediate Course I and II*, German V 1201 and V 1202, students work with a broad range of sources, such as newspapers, journals, statistical data, historical texts, literature, etc. These texts help build a foundation in the culture of German speaking countries and at the same time enhance the complexity and accuracy of language use. The content is presented through a wide array of media, such as the Internet, music, film, and art. German V 3001, 3002 *Advanced German* provides opportunity for intensive practice in speaking and writing German. These courses may be taken in reverse sequence. They are recommended as complementary companion courses to lecture/reading-oriented courses.

Satisfactory completion of or exemption from V 1202 is required for enrollment in any of the advanced courses; the sequences in which these should be taken will be determined in consultation with the department.

The following programs are available to prospective students in the German department.

## The Major in German Language and Literature

The courses comprising this program are all taught in German with the twofold objective of combining the study of significant works, literary trends, and cultural manifestations with advanced practice in the use of German as a medium of everyday and intellectual communication.

**Requirements: 10 courses**

| | |
|---|---|
| GERM V 3001–3002 | *Advanced German Conversation and Composition* (3 pts. each) |
| GERM W 3333x | *Introduction to German Literature* |
| GERM BC 3061y | *Seminar* |

Five one-term advanced literature courses chosen from GERM BC 3027–3050 or their Columbia equivalent GER W 3443–3675.

A third advanced language course may be substituted for one advanced literature course.

| | |
|---|---|
| GERM BC 3062x or y | *Senior Essay* |

A half-hour oral exit examination is required.

## The Major in German Studies

This major combines a study of literature with other aspects of German culture and civilization by choosing courses from the social sciences such as history, political science, and economics, and from other humanities dealing with the German-speaking regions of Europe.

The department will assist and advise students interested in studying in Germany, Austria, or Switzerland. It should be noted that Barnard College is a member of the Berlin Consortium for German Studies and strongly encourages those students wishing to study abroad to do so through this program administered by Columbia University and conducted in association with the Freie Universität Berlin.

**Requirements: 14 courses**

Two or three of the following language courses or their equivalent:

GERM V 3001–3002

Four or five one-term Advanced Literature and Culture courses numbered:

GERM BC 3011–3061 (or their Columbia equivalent)

One GERM BC 3062x or y *Senior Essay**

Six one-term courses in the Social Sciences and Humanities that relate to the German-speaking countries of Europe and define a special field of interest (to be chosen in consultation with the major adviser). Two courses dealing with German history are strongly recommended.

*The major adviser in the German department will work with a second reader in another field if the thesis topic should require it.

A half-hour oral exit examination is required.

## The Combined Major: German and Another Field

**Requirements: 14 courses**

Seven courses in each department, including a seminar in one of the departments and a senior essay on a topic bridging both fields.

A student who selects a combined major will establish her special program in consultation with the departments concerned.

## The Minor in German

**Requirements: 5 courses**

Advanced language courses from GERM V 3001–02 and GERM W 3333.

A minimum of three additional advanced literature courses from GERM BC 3011–3061 or their Columbia equivalent.

# Courses of Instruction

## Language Courses

*GERM V 1101x, y*
**Elementary Full-Year Course I**

Fundamentals of German grammar, comprehension of the spoken language, reading, writing, and speaking. Intensive aural-oral practice. —I. Motyl and staff
*No credit is given for V 1101x unless V 1102y has been satisfactorily completed.*
*4 points.*

*GERM V 1102x, y*
**Elementary Course II**

Similar to Elementary Course I, but different course material. —I. Motyl and staff
*No credit is given for V 1101 unless V 1102 has been satisfactorily completed.*
*4 points.*

*GERM V 1120*
**Accelerated Elementary I, II**

Accelerated language study as preparation for Study Abroad in Berlin. —R.Korb
*8 points.*

*GERM V 1201x, y*
**Intermediate Course I**

Complete grammar review through regular exercises. Wide range of texts are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. —I. Motyl and staff
*Prerequisite: V 1102 or the equivalent.*
*4 points.*

*GERM V 1202x, y*
**Intermediate Course II**

Language study based on texts concerning culture and literature. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice. —Staff
*Prerequisite: V 1201 or the equivalent.*
*4 points.*

*GERM V 1220*
**Accelerated Intermediate I, II**

Accelerated language study as preparation for Study Abroad in Berlin. —I.Motyl
*8 points.*

*GERM V 3001x, 3002y*
**Advanced German: Berlin and Vienna**

Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from the German press and from literary sources. Courses may be taken in reverse sequence. —R. Korb and I. Motyl
*2 points. Sec. 1*
*3 points. Sec. 2*

*GERM BC 3009x*
**News and Views: Reception, Reporting, and Video Production**

Advanced students practice and perfect their speaking, writing, and comprehension skills by viewing and analyzing German-language TV broadcasts—news and documentaries—and by researching, writing, producing, and filming their own video programs. —I. Motyl
*3 points.*

*GERM 3010*
**Current Issues: Media and Politics in Germany and Austria**
Advanced students improve language skills through exploration of political, cultural and intellectual debates and self perceptions in Germany and Austria. Discussion and analysis of print media, Internet, film and T.V. —I. Motyl
*Prerequisite: V 1202 or equivalent.*
*3 points.*

*GERM W 1120x*
**Preparation for Intermediate German**
—Staff
*4 points.*

*GERM W 1521x, y*
**Intermediate Conversation I**
—Staff
*2 points.*

*GERM W 1522x, y*
**Intermediate Conversation II**
—Staff
*2 points.*

*GERM F 1113x, y*
**Reading I**
—Staff
*2 points.*

*GERM W 1114x, y*
**Reading II**
—Staff
*2 points.*

*GERM W 1220x*
**Intermediate Course: Berlin**
Accelerated language study as preparation for Study Abroad in Berlin. —Staff
*4 points.*

*GERM W 4090y*
**German for International and Public Affairs**
—Staff
*3 points.*

## Literature Courses

The literature courses listed below are conducted in German.

*GERM BC 3011x*
**Introduction to German Literature and Civilization**
German literature in a historical-cultural context from the late 18th to the 20th centuries. Selected readings from Lessing to Handke. —Staff
*Prerequisite: V 1202 or the equivalent.*
*3 points. Not offered in 2004–05.*

*GERM BC 3027y*
**Modern German Literature and Culture: 1900–1945**
*Prerequisite: V 1202 or the equivalent.*
*3 points. Not offered in 2004–05.*

*GERM BC 3028y*
**Contemporary German Prose Fiction**

Study of short prose texts and recent literary developments. Discusiions of aspects such as: memory and Germany identity; fantasy and story telling; borderlands and Berlin in contemporary literature. Readings include works by major writers and younger generation, from Grass and Christa Wolf to Biller, Honigmann, Johnson, Schneider, and Sebald.
*Prerequisite: V 1202 or the equivalent.*
*3 points. Not offered in 2004–05.*

*GERM BC 3029*
**Literature and the "Uncanny"**

Study of the "uncanny" as a literary, psychological, and mythological motif focusing on phenomena such as ghosts, doubles, and automatons. Particular attention to the threatening sources of the "uncanny"; its impact on narrative structures; its effects on the reader; and its relation to memory and notions such as "shock" and "terror." —Staff
*Prerequisite: V 1202 or the equivalent.*
*3 points. Not offered in 2004–05.*

*GERM BC 3031y*
**Major German Poets**

Survey of major poets in the German language from classicism to modernism and postmodernism, paying attention to the transition from traditional verse to avant garde forms. Readings from Hölderlin, Heine, Rilke, Celan, Kaschnitz. Relevant areas of literary theory will be included. —Staff
*Prerequisite: V 1202 or the equivalent.*
*3 points. Not offered in 2004–05.*

*GERM BC 3049x*
**Romantic Art and Literature**

An examination of the interrelationship of literature, philosophy, art, and criticism in key works of this influential movement. Particular attention will be paid to questions of fantasy and reality, liberation and restoration. Texts by Brentano, Tieck, Günderode, E.T.A. Hoffmann, Eichendorff, Heine, Bettina v. Arnim as well as images by Runge and C.D. Friedrich. —E. Grimm
*3 points. Not offered in 2004–05.*

*GERM BC 3050y*
**German Migrant Literature**

Examination of migration and the nomadic experience in the 19th and 20th centuries. Emphasis on the comprehension and construction of the "other" culture by travelers and migrants in fictional texts; and on questions of orientalism, colonialism, and multiculturalism. Texts by Chamisso, Hegel, Heine, Seghers, Th. Mann, Ören, Atabay, Deleuze, Said, and Taylor. —E. Grimm
*Prerequisite: V 1202, Sophomore standing or the equivalent or permission of instructor.*
*3 points. Not offered in 2004–05.*

*GERM BC 3061*
**Media, Masses, Modernity: 20th Century German Literature and the Media**

Close analysis of the interrelation between literature and information technologies from the late 19th century to the present day. Emphasis on the discussion of ethical and aesthetic issues. Texts by Mann, Keun, Brecht, Chomsky, Virilio, and Baudrillard. Films by Lang, Trotta, and Wenders. —E. Grimm
*Prerequisite: V 1202 or the equivalent.*
*4 points. Not offered in 2004–05.*

*GERM BC 3062y*
**Senior Essay: Literature or German Studies**

Supervised research into German literatures and cultures culminating in a critical paper. —E. Grimm
*Open to senior majors. Permission of the instructor required.*
*3 points. Regular consultations with the instructor at hours to be arranged.*

*GERM W 3220x*
**Berlin: Past and Present**
—R. Korb
*3 points.*

*GERM BC 3233y*
**From Decadence to Dada**
An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salome. Film and montage by Richter, Höch, and Hausmann. —E. Grimm
*The same course as BC 3232 (in English), with weekly discussion sections for majors.*
*4 points. Not offered in 2004–05.*

*GERM W 3333x*
**Introduction to German Literature**
—D. v. Mücke
*3 points.*

*GERM W 3334y*
**Introduction to Contemporary German Culture**
*3 points. Not offered in 2004–05.*

*GERM W 3442y*
**Survey of German Literature: 18th Century**
—S. Andriopoulos
*3 points. Not offered in 2004–05.*

*GERM W 3443x*
**Survey of German Literature: 19th Century**
—H. Müller
*3 points.*

*GERM W 3444y*
**Survey of German Literature: 20th Century**
—H. Müller
*3 points.*

*GERM W 3445x*
**Survey of Postwar German Literature**
—M. Eskin
*3 points.*

*GERM W 3720*
**Philosophies of Art and History**
—Instructor TBA
*3 points.*

*GERM C 3991*
**Senior Seminar**
—K. Barry
*4 points.*

*GERM W 4125x*
**Drama of the French Revolution**
—H. Müller
*3 points.*

***GERM W 4265***
**Jews in German Culture**
—M. Anderson
*3 points.*

***GERM W 4515y***
**Women in German Literature**
—K. Barry
*3 points.*

***GERM W 4639x***
**Theories of Modernity**
—H. Müller
*3 points.*

## Courses Given in English

***GERM BC 3201y***
**Introduction to German Culture and Thought: Problems and Perspectives**
An interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual movements in the history of German culture and thought. Short texts by Adorno, Fichte, Freud, Goethe, Grimm, Hoffmann, Kafka, Kant, Kleist, Marx, Mendelssohn, Nietzsche, Wolf, and others. Guest lectures on German film, music, and painting. —Staff
*3 points.*

***GERM BC 3215x***
**From Text to Screen: German Literature and Film**
A survey of screen adaptations of literary texts beginning with Weimar cinema and proceeding through to the present with a particular focus on cinematic modes of narration, spectatorship, and visual pleasure, as well as on the role of institutional frameworks. Readings in neo-Marxist, psychoanalytic and semiotic film theory. Texts by Wedekind, Fontane, H. Mann, and Musil and films by Pabst, Fassbinder, Wenders, and Trotta. —E. Grimm
*Prerequisite: Sophomore standing or the equivalent or permission of instructor.*
*3 points. Not offered in 2004–05. [In English, extra sessions for German majors.]*

***GERM BC 3220y***
**Franz Kafka**
*3 points. Not offered in 2004–05.*

***GERM BC 3232y***
**From Decadence to Dada**
An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Richter, Hoech, and Hausmann. —E. Grimm
*3 points. Not offered in 2004–05.*

***GERM W 3510y***
**Weimar Cinema**
—S. Andriopoulos
*3 points.*

***GERM W 3515***
**New German Cinema**
—Instructor TBA
*3 points.*

*GERM W 3620y*
**German Exile and Resistance in the United States**
—M. Anderson
*3 points.*

*GERM W 3665*
**Kafka and Modernism**
—M. Anderson
*4 points.*

*GERM W 3670x*
**Marx, Nietzsche, and Freud**
—M. Eskin
*3 points.*

*GERM W 3675y*
**German Literature in a World Context**
—S. Andriopoulos
*3 points.*

*GERM W 3700x*
**Introduction to German Intellectual History**
—M. Eskin
*3 points.*

*GERM W 4237y*
**The Culture of Memory**
—A. Huyssen
*3 points.*

*GERM W 4265x*
**Divided Selves: Jews in German Culture**
—M. Anderson
*3 points.*

## Study in Berlin

Berlin Consortium for German Studies
303 Lewisohn Hall. 854-2559
berlin@columbia.edu
World Wide Web: **www.columbia.edu/cu/ssp/berlin**

Barnard College and Columbia University, in collaboration with John Hopkins University, Princeton University, the University of Chicago, the University of Pennsylvania, and Yale University, offer a program based at the Free University Berlin for students interested in German studies, whether literature, history, philosophy, or political science. Instruction is in German, and students with majors in all fields who have completed two, or preferably three or more, years of college German (or the equivalent) and who have a 3.0 GPA may apply. To assure validation of credits, students should work closely with their major advisers. Students may study in Berlin for an entire academic year or for the Spring semester only (Autumn only is not available). All students should discuss their proposed programs with their home college advisers and the Dean of Students prior to departure. A bulletin with more complete information about all aspects of the program and an application form are available in the Berlin Consortium Office.

**Academic-Year Program**
Application deadline: March 1
**Spring Program**
Application deadline: October 15

## Courses Offered at the Berlin Consortium for German Studies

Consult the *Berlin Consortium Bulletin* for a complete listing of courses available at the Free University Berlin. See sample below:

***German I 3335–I 3336x and y***
**The German Language Practicum** (3rd year)
*Prerequisite: GERM W 1201–W 1202 or the equivalent. The equivalent of GERM W 3335x–W3336y.*
*6 points.*

***German I 4335–I 4336x and y***
**The German Language Practicum**
(Advanced Level)
*Prerequisite: GERM W 3335–W3336 or the equivalent.*
*6 points.*

***German Studies I 3991x–I 3992y***
**Selected Topics in German Studies**
**x: Readings in the Cultural History of Berlin: Enlightenment to Modernism (1750–1914)**
**y: The Drama of Bertolt Brecht and the Theatre of Berlin During the Weimar Republic and Following World War II**
*3 points.*

***German Studies I 3997x–I 3998y***
**Supervised Study in the German University System**
*9–15 points.*

***German Studies I 3999x and y***
**Supervised Tutorial/Research in the German University**
*3–6 points.*

# HISTORY

415 Lehman Hall 854-2159
**www.barnard.edu/history**

**Professors:** Mark C. Carnes (Ann Whitney Olin Professor)[2], Dorothy Ko[1], Robert A. McCaughey (Ann Whitney Olin Professor, Chair), Rosalind N. Rosenberg (Ann Whitney Olin Professor), Herbert Sloan, Deborah Valenze[3], Nancy Woloch (Adjunct)

**Associate Professors:** Joel Kaye[3], Lisa Tiersten

**Assistant Professors:** Owen Gutfreund, Nara Milanich, Anupama Rao[3], Andrew Plaa (Term), Thaddeus Russell, Carl Wennerlind

Other officers of the University offering courses in History:

**Professors:** Roger S. Bagnall[1], Volker Berghahn[3], Richard Billows, Elizabeth Blackmar[2], Casey Blake[3], Alan Brinkley, Richard Bulliet, Caroline Bynum, Nicholas Dirks, Barbara Fields[1], Eric Foner, Carol Gluck, Arthur Goren, Victoria de Grazia[1], William V. Harris, Martha Howell, Robert Hymes, Kenneth Jackson, Ira Katznelson[3], Alice Kessler-Harris, Herbert S. Klein[2], William Leach, Edward Malefakis, Manning Marable, Eugene Rice, David Rosner, David J. Rothman, Simon Schama[3], J.W. Smit[2], Henry Smith, Robert Somerville[1], Michael Stanislawski, Nancy Leys Stepan[1], Fritz Stern, Marc Van De Mieroop, Mark von Hagen, Isser Woloch[2], Richard Wortman, Marcia Wright[2], Yosef H. Yerushalmi[1], Madeleine Zelin

**Associate Professors:** Matthew Connelly, Ronald Grele, Winston James[3], Anders Stephanson[2]

**Assistant Professors:** Bradley Abrams, Charles Armstrong, Ellen Baker[1], Jennifer Greenfield, Matthew Jones, Adam Kosto[3], Gregory Mann, Adam McKeown[3], Samuel Moyn[3], Samual Roberts[2], Pablo Piccato

[1]Absent on leave Autumn term.
[2]Absent on leave Spring term.
[3]Absent on leave 2004–05.

History, which includes the whole of human experience, helps us understand ourselves in the context of our own times and traditions through the study of times and traditions different from our own. It provides perspective on the present through examination of change and continuity in the development of our political, economic, social, religious, and cultural ideas and institutions. History means not only the record of the past but also the discipline of investigation and interpretation of the past. There is no one way of doing history, but doing history necessarily involves the collection and evaluation of various types of evidence—quantitative as well as qualitative—from primary sources. The study of history, which develops habits of critical thinking and effective writing, should be of value not only to undergraduates who intend to pursue advanced degrees in the field, but also to all students interested in exploring the diversity and complexity of the human past and in improving their analytical and expository skills.

**Barnard history courses are numbered to reflect type of course and world region:**
By course type:
1000-level: introductory lecture courses
3000-level: other undergraduate lecture courses
4000-level: undergraduate seminars

By world region/epoch:

| | |
|---|---|
| x000–x059: Ancient | x660–x699: Latin America |
| x060–x099: Medieval | x700–x759: Middle East |
| x1xx–x199: Early Modern Europe | x760–x799: Africa |
| x2xx–x299: East Central Europe | x800–x859: South Asia |
| x3xx–x399: Modern Western Europe | x860–x899: East Asia |
| x4xx–x599: United States | x9xx–x999: Research, Historiography, Trans-National |
| x600–x659: Jewish | |

Lecture courses are defined more broadly—chronologically, geographically, thematically—than seminars, which characteristically involve reading and discussion of primary and secondary sources on more specialized subjects. Students must apply for admission to seminars by filling out forms available in the departmental office. For Autumn and Spring seminar application deadlines, be sure to check with the History Department office, x42159.

Students should consult the Columbia College catalogue for full descriptions of Columbia history courses and for regulations concerning enrollment in these courses. Application forms for Columbia seminars, due by the deadlines mentioned above, are available in 611 Fayerweather and in 415 Lehman. Certain Columbia graduate ("G") courses are open to qualified history majors with the approval of the Barnard chair and the Columbia instructor. For course descriptions, see the *Bulletin of the Graduate School of Arts and Sciences.*

Students will receive six points of College credit for a score of 5 and three points of credit for a score of 4 on the Advanced Placement Examination in American or European history. These credits are not counted toward the history major.

## Requirements for the Major

Students who intend to major in history should consult a member of the department in their sophomore year to plan their academic programs.

The history major requires a minimum of eleven courses, eight in the area of concentration and three outside the area of concentration. The three principal areas of concentration are European, American, and Asian history, but majors may, in consultation with their advisers and with the approval of the chair, concentrate in some other field, such as ancient, medieval, Jewish, or African history. The eleven required courses must include:

1. Three introductory courses (i.e., 1000-level courses or their equivalent). Two of the introductory courses must be taken in the field of concentration. Students with AP credits may substitute an advanced course(s) for introductory course(s), although AP credits may not be counted toward the eleven required courses.
2. Two seminars
3. The two-semester senior research seminar (HIST BC 4493–94, 4391–92). The Senior Thesis must be taken in sequence over two semesters, beginning in the Autumn and continuing through the Spring.

Majors may, with the approval of their advisers, take two of their eleven courses outside the department, provided that such courses are closely related to their concentrations. American Studies seminars may be substituted for History seminars.

### Senior Research Seminar

The senior research seminar, in which students write their senior essays (30–50 pages), represents the culmination of the undergraduate history major. Students should discuss tentative topics with their advisers by the end of the junior year. Halfway through the first semester of the senior year students must submit a formal prospectus defining the prob-

lem under investigation, outlining the issues involved, and identifying the primary and secondary sources to be consulted. They must draft part of the essay by the end of the Autumn semester, then complete their research and writing in the Spring.

## Requirements for the Minor

The minor in history requires five courses, four in an area of concentration and one outside the area of concentration. The five courses must include one seminar. Students planning to minor in history should consult the department chair.

For related majors see: **American Studies**, page 63; **European Studies**, page 212. See our web site: **www.barnard.edu/dept/history.**

## Courses of Instruction

### Lectures: Ancient, Medieval, Jewish, and Modern European History

***HIST BC 1062y***
**Introduction to Later Middle Ages: 1050–1450**
Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings. —J. Kaye
*3 points. Not offered in 2004–05.*

***HIST BC 1101x***
**Introduction to European History: Renaissance to French Revolution**
Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment. —A. Plaa, C. Wennerlind
*3 points. TTh 1:10–2:25*

***HIST BC 1302y***
**Introduction to European History: French Revolution to the Present**
Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism. —L. Tiersten
*3 points. MW 2:40–3:55*

***HIST BC 3062x***
**Medieval Intellectual Life, 1050–1400**
The development over three centuries of a language of the heart, of the intellect, and of the polity. Primary readings in devotional and courtly literature, university speculation, and political thought, discussed in their historical and cultural contexts. —J. Kaye
*3 points. Not offered in 2004–05.*

***HIST BC 3321x***
**Colonial Encounters: Europe and the Culture of Empire**
The shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism. —L. Tiersten
*3 points. MW 11:00–12:15*

***HIST BC 3323y***
**European Women in the Age of Revolution, 1700–1890**
An exploration of the origins of the "modern" European woman: changing political and legal definitions of women; new concepts of women's work and authority during industrialization; women's involvement in religion and reform; emergence of socialist and feminist critiques of 19th-century womanhood. —D. Valenze
*3 points. Not offered in 2004–05.*

*HIST BC 3329*
**Crime and Punishment in Modern Europe**
The comparative social, political, and cultural history of crime, policing, and punishment in modern Europe from 1500 to the present day. Historical literature as well as novels, films, and works of criminology will be used to explore the institutions, practices, and politics that have constituted the modern disciplinary system. —L. Tiersten
*3 points. Not offered in 2004–05.*

*HIST W 1010x*
**Survey of Ancient Greek History: 800–146 B.C.E.**
—R. Billows
*3 points.*

*HIST W 1020y The Romans, 754 B.C.E. to 565 A.D.*
**—W. Harris**
*3 points.*

*HIST W 3004y*
**The Mediterranean World after Alexander the Great**
—R. Billows
*3 points.*

*HIST W 3026x*
**Roman Social History**
—W. Harris
*3 points.*

*HIST W 3112y*
**The Scientific Revolution in Western Europe: 1500-1750**
—M. Jones
*3 points.*

*HIST W 3215y*
**East Central Europe in the 19th Century**
—B. Abrams
*3 points.*

*HIST W 3220y I*
**Imperial Russia**
—Wortman
*3 points.*

*HIST W 3222x*
**The Rise and Fall of the Soviet Union**
—M. Von Hagen
*3 points.*

*HIST W 3300x*
**Europe in the Age of Revolutions, 1789–1850**
—I. Woloch
*3 points.*

*HIST W 3312x*
**British History, 1760-1867**
—S. Pedersen
*3 points.*

***HIST W 3330y***
**Europe Since 1945**
—V. De Grazia
*3 points.*

***HIST W 3376x***
**The Balkans Since 1800**
—M. Mazower
*3 points.*

***HIST W 3528y***
**The Radical Tradition in America**
—E. Foner
*3 points.*

***HIST W 3632x***
**Jews in Eastern Europe, Beginnings to Present**
—M. Stanislawski
*3 points.*

***HIST W 3716x***
**History of Islamic Society, from Muhammad to 1400**
—R. Bulliet
*3 points.*

***HIST W 3719y***
**The History of Modern Middle East**
—R. Khalidi
*3 points.*

***HIST W 3912y***
**Domestic Animals and Human History**
—Bulliet
*3 points.*

***HIST W 3997x***
**World War II in History and in Memory**
—C. Gluck
*3 points.*

## Seminars: Ancient, Medieval, Jewish, and Modern European History

All seminars require permission of the instructor. Enrollment is limited to 15.

***HIST BC 4062x***
**Medieval Economic Life and Thought ca. 1000–1500**
Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith. —J. Kaye
*4 points. Not offered in 2004–05.*

***HIST BC 4064y***
**Medieval Science and Society**
The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools. —J. Kaye
*4 points. Not offered in 2004–05.*

*HIST BC 4117x*
**Ritual, Revel and Riot: Popular Culture in Early Modern Europe**
An examination of the development of popular culture in Europe in the early modern era. This course will look at the ritual year, carnival, images of the body and food in popular culture as well as the role of charivari, riots, and revolts in policing the community. Finally, the impact of high culture on low culture will be examined. --A. Plaa
*4 points. M 4:10- 6*

*HIST BC 4323*
**The City in Europe**
A social history of the city in Europe from early modern times; the economic, political, and intellectual forces influencing the growth of Paris, London, Vienna, and other urban centers. —D. Valenze
*4 points. Not offered in 2004–05.*

*HIST BC 4327*
**Consumer Culture in Modern Europe**
The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images. —L. Tiersten
*4 points. Not offered in 2004–05.*

*HIST BC 4332y*
**The Politics of Leisure in Modern Europe**
Transformations in the culture of leisure from the onset of industrialization to the present day. Relations between elite and popular culture and the changing relationship between the work world and the world of leisure will be among the topics considered in such settings as the department store, the pub, the cinema, and the tourist resort. —L. Tiersten
*4 points. Not offered in 2004–05.*

*HIST BC 4335y*
**Poverty and the Social Order in Europe**
Historical study of poverty and social formations from the late Middle Ages to the 20th century. Topics include institutional responses to vagrancy in the 17th century; religion and the rise of capitalism; crime and the poor; philanthropy and the state; and motherhood and poverty. —D. Valenze
*4 points. Not offered in 2004–05.*

*HIST BC 4360x*
**London: From 'Great Wen' to World City**
A social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment. —D. Valenze
*4 points. Not offered in 2004–05.*

*HIST BC 4368y*
**History of the Senses**
An examination of European understandings of human senses through the production and reception of art, literature, music, food, and sensual enjoyments in Britain and France. Readings include changing theories concerning the five senses; efforts to master the passions; the rise of sensibility and feeling for others; concerts and the patronage of art; the professionalization of the senses. —D. Valenze
*4 points. Not offered in 2004–05.*

***HIST BC 4391x–4392y***
**Senior Research Seminar**
Individual research and writing in medieval, early modern, and modern European history. See Requirements for the Major for details. —Staff
*4 points.* *W 4:10–6:00*

***HIST BC 4904y***
**Introduction to Historical Theory and Method**
A writing-intensive introduction to modern historical theories and methods. Emphasis on the critical reading of a wide range of primary and secondary historical sources. —J. Kaye
*Recommended for, but not limited, to new history majors.*
*4 points.* *Not offered in 2004–05.*

***HIST W 4004y***
**Oases of Egypt**
—R. Bagnall
*4 points.*

***HIST W 4032y***
**Family and Sexuality in Greece and Rome**
—W. Harris
*4 points.*

***HIST W 4102x***
**Civilizing Processes, 1500-1750: Literature, Philosophy, and the State**
—M. Jones
*4 points.*

***HIST W 4223x***
**Personality and Society in 19th Century Russia**
—R. Wortman
*4 points.*

***HIST W 4224x***
**East Central European Intellectuals & Communism**
—B. Abrams
*4 points.*

***HIST W 4225y***
**Eastern Front in World War I**
—M. Von Hagen
*4 points.*

***HIST W 4302x***
**From War to Peace: Britain and France in the 1940s**
—I. Woloch
*4 points.*

***HIST W 4305y***
**The European Enlightenment**
—M. Stanislawski
*4 points.*

***HIST W 4310x***
**Europe and the End of Empires: Decolonization in the 20th-century**
—M. Connelly
*4 points.*

*HIST W 4337y*
**Europe in the 1940's**
—M. Mazower
*4 points.*

*HIST W 4408y*
**Politics and the Press**
—E. Cornog
*4 points.*

*HIST W 4409y*
**Military History and Policy,**
—K. Jackson
*4 points.*

*HIST W 4600y*
**Jewish Rights and Political Emancipation**
—Y. Yerushalmi
*4 points.*

*HISTW4761y*
**The Voice of the Past: Testimony, Oral History and Historical Memory**
—L Spitzer
*4 points.*

*HIST W 4900x*
**Historian's Craft**
—K. Jackson
*4 points.*

*HIST W 4902x*
**World War II**
—C. Gluck
*4 points.*

*HIST W 4906x*
**Nuremberg and Beyond: Human Rights and Medicine**
—D. Rothman
*4 points.*

## Lectures: American History

*HIST BC 1401x*
**Survey of American Civilization to the Civil War**
The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war. —H. Sloan
*3 points. TuTh 2:40–3:55*

*HIST BC 1402y*
**Survey of American Civilization Since the Civil War**
The major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post–World War II developments. —T. Russell
*3 points. TuTh 11:00–12:15*

***HIST BC 3423y***
**The Constitution in Historical Perspective**

The development of constitutional doctrine, 1787 to the present. The Constitution as an experiment in Republicanism; states' rights and the Civil War amendments; freedom of contract and its opponents; the emergence of civil liberties; New Deal intervention and the crisis of the Court; and the challenge of civil rights. —H. Sloan

*3 points. TuTh 2:40–3:55*

***HIST BC 3457x***
**A Social History of Columbia University**

Traces the University's history from 1754 to the present; will focus on institutional interaction with NYC, governance and finance, faculty composition and the undergraduate extra-curriculum; attention also to Columbia professional schools and Barnard College. —R. McCaughey

*3 points. MW 2:40–3:55*

***HIST BC 3466y***
**American Intellectual History Since 1865**

An examination of the major ideas engaging American intellectuals from Appomattox to the present, with special attention to their institutional settings. Topics include Darwinism, the rise of the professoriate, intellectual progressivism, inter-war revisionism, Cold War liberalism, and neo-conservatism. —R. McCaughey

*3 points. Not offered in 2004–05.*

***HIST BC 3467x***
**America Since 1945**

A consideration of the Cold War, containment, and the atomic bomb; McCarthyism; the Civil Rights movement; the Vietnam War; student unrest and counterculture; and the response to the 1960's. Emphasis on relation between domestic and foreign affairs. —M. Carnes

*3 points. MW 1:10–2:25*

***HIST BC 3494y***
**The Era of Independence in the Americas (U.S., Haiti, Mexico)**

Comparative examination of colonial independence struggles in the New World, c. 1760-1830. The transition from the monarchical ancient regime to a more or less "republican" order. State formation and the invention of nationality. Special attention to the cases of the United States, Haiti, and Mexico. —H. Sloan

*3 points. Not offered in 2004–05.*

***HIST BC 3496y***
**History of American Cities**

The physical, political, social, and economic changes in cities across the United States, from settlement to the present. Topics will include economic development, immigration, industrialization, suburbanization, segregation, urban decline, and urban revitalization. —O. Gutfreund

*3 points. Not offered in 2004–05.*

***HIST BC 3520x***
**The U.S., 1918–1945: Prosperity, Depression, and War**

American society from the end of the First World War to the end of the second. Topics include the labor movement, consumerism, jazz and the erotic, the women's movement, prohibition, nativism, the "New Negro," the Great Depression, the New Deal, radical movements, and the home front during World War II. —T. Russell

*3 points. TuTh 11:00–12:15*

*HIST BC 3525y*
**20th Century Urbanization in Comparative Perspective**
An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered as well as cities from the United States and Canada. —O. Gutfreund
*3 points.* *TuTh 1:10-2:25*

*HIST BC 3567y*
**American Women in the 20th Century**
A consideration of women's changing place in modern America; the "family claim"; women in the workplace; educational expansion; the battle for suffrage; social reformers; the sexual revolution; women in the professions; the crisis of depression and war; the feminine mystique; and the new feminism. —R. Rosenberg
*3 points.* *MW 1:10–2:25*

*HIST W 3491x*
**U.S. Foreign Relations, 1890–1970**
—A. Stephanson
*3 points.*

*HIST W 3411x*
**American Society in the Age of Capital, 1819-1897**
—E. Blackmar
*3 points.*

*HIST W 3449x*
**American Urban History**
—K. Jackson
*3 points.*

*HIST W 3503x*
**American Labor in the 20th Century**
—E. Baker
*3 points.*

*HIST W 3528y*
**The Radical Tradition in America**
—E. Foner
*3 points.*

## Seminars: American History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required.

*AMST BC 3401x*
**Colloquium in American Studies: Cultural Approaches to the Past**
Colloquium—see American Studies for description. —T. Russell
*4 points.* *Tu 2:10–4:00*

*HIST BC 4586x*
**The Civil Rights and Black Power Movements**
An examination of the history of the American civil rights and black power movements of the 1950s and 1960s. Examines a wide variety of activities that took place within and around the movements, including political protest and cultural expressions. —T. Russell
*4 points.* *Not offered in 2004–05.*

***HIST BC 4410x***
**Approached by Sea: Early American Maritime Culture**
The Atlantic Ocean in the sighting, settling, and formation of three American colonial cultures; the early U.S. as an international maritime presence; and the decline of the Atlantic in the material and imaginative development of mid–19th-century America. Approach will be interdisciplinary and will use the Internet. —R. McCaughey
*4 points.* *Tu 4:10–6:00*

***HIST BC 4423x***
**Origins of the Constitution**
An examination of the creation of the Constitution; consequences of independence; ideological foundations; the Articles of Confederation and the Critical Period; the nationalist movement and the Convention; anti-federalism and ratification; and the Bill of Rights. Readings from selected secondary and primary sources, including *The Federalist*. —H. Sloan
*4 points.* *Not offered in 2004–05.*

***HIST BC 4466y***
**Progressive Women: 1890–1920**
An exploration of women's activism in public life and social reform. Topics include separatism, institution-founding, the college experience, women's professions, the settlement movement, trade unionism, suffragism, pre-war radicalism, social feminism, and utopian feminism. —N. Woloch
*4 points.* *Not offered in 2004–05.*

***HIST BC 4468y***
**American Women in the 1920s**
An exploration of women's lives from World War I to the Great Crash. Topics include women's politics, domestic roles, the female work force, collegiate life, the new morality, flaming youth, women in the Harlem Renaissance, women's literature, and the paradox of modern feminism. —N. Woloch
*4 points.* *Not offered in 2004–05.*

***HIST BC 4542x***
**Education in American History**
A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility. —N. Woloch
*4 points.* *Tu 11:00–12:50*

***HIST BC 4543y***
**Higher Learning in America**
An examination of the history of American colleges and universities from the colonies to the present; special emphasis on the evolving relationship between academic institutions and the political and social orders. —R. McCaughey
*4 points.* *TBA*

***HIST BC 4546y***
**The Fourteenth Amendment and Its Uses**
The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights. —R. Rosenberg
*4 points.* *T 2:10–4:00*

***HIST BC 4901y***
**Reacting to the Past II**
The collision of ideas in three modern contexts: Rousseau, Burke and Revolution in France, 1791; Freud-Jung and the Nature of the Unconscious; and Hindu and Muslim nationalism, Gandhi, and the making of a nation on the eve of independence in India, 1945. Reacting I, a First-Year seminar, is recommended. —x: Natasha Gill; y: M. Carnes
*4 points.* *Not offered in 2004–05.*

*HIST BC 4493x–4494y*
**Senior Research Seminar**
Individually guided research in diverse aspects of American history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details. —Staff
*Open to senior majors and to others by permission of the instructor.*
*4 points. W 4:10–6:00*

*HIST W 4413x*
**Race, Ethnicity, and Community in the History of American Medicine**
—D. Rothman
*4 points.*

*HIST W 4415x*
**The American Revolution**
—E. Cornog
*4 points.*

*HIST W 4429y*
**Telling About the South**
—B. Fields
*4 points.*

*HIST W 4541x*
**Environmental Politics in the 20th Century**
—S. Philips
*4 points*

*HIST W 4566x*
**America Between the Wars**
—S. Philips
*4 points*

*HIST W 4568x*
**The American Landscape to 1860**
—E. Blackmar
*4 points.*

*HIST W 4582y*
**Looking at Nature in the United States, 1800–Present**
—W. Leach
*4 points.*

*HIST W 4584x*
**History of African-American Health and Health Movements**
—S. Roberts
*4 points.*

*HIST W 4590x*
**The Demographic History of the United States**
—H. Klein
*4 points.*

*HIST W 4591x*
**Slavery in the Atlantic World, 1500-1888**
—A. White
*4 points.*

*HIST W 4659x*
**Modern Crime and Punishment in Historical Perspective**
—P. Piccato
*4 points.*

## Lectures: Asian, Latin American, and African History

*HIST BC 3681x*
**History of Women and Gender in Latin America**
Examines the gendered roles of women and men in Latin American society from the colonial period to the present. Explores a number of themes, including the intersection of social class, race, ethnicity, and gender; the nature of patriarchy; masculinity; gender and the state; and the gendered nature of political mobilization. —N. Milanich
*3 points. T Th 11-12:15*

*HIST BC 3682y*
**Modern Latin American History**
Explores major themes in Latin American history from independence to the present, with a special focus on the evolution of socio-racial inequality, political systems, and U.S.-Latin America relations. We will discuss not only "what happened" in Latin America's past, but how historians know what they know, the sources and methods they use to write history, and the theoretical frameworks they employ to interpret the past. —N. Milanich
*3 points. T Th 1:10-2:25*

*HIST BC 3802x*
**Modern South Asia**
An introduction to South Asian history (17–20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora. —A. Rao
*3 points. Not offered in 2004–05.*

*HIST BC 3861y*
**Chinese Cultural History 1500–1800**
An introduction to visual and material cultures of China, including architecture, food, fashion, printing, painting, and the theatre. Using these as building blocks, new terms of analyzing Chinese history are explored, posing such key questions as the meaning of being Chinese and the meaning of being modern. —D. Ko
*An introductory Asian history course preferred but not required.*
*3 points. Not offered in 2004–05.*

*HIST W 1004x*
**Ancient History of Egypt**
—M. Van de Mieroop
*3 points.*

*HIST W 3661y*
**History of Latin American Civilization II**
—P. Piccato
*3 points.*

*HSME W 3650x*
**Gandhi's India**
—N. Dirks
*3 points.*

*HIST W 3663x*
**Mexico from Revolution to Democracy**
—P. Piccato
*3 points.*

*HIST W 3762x*
**South African History in the 19th and 20th Centuries**
—M. Wright
*3 points.*

*HSEA W 3862x*
**The History of Korea to 1900**
—J. Haboush
*3 points.*

*HSEA W 3870x*
**Nineteenth-Century Japan**
—H. Smith II
*3 points.*

*HSEA W 3880x*
**History of Modern China I**
M. Zelin
*3 points.*

*HSEA W 3881y*
**History of Modern China II**
—E. Lean
*3 points.*

*HSEA 3891x*
**The Asia-Pacific Wars, 1931-1975**
—C. Armstrong
*3 points.*

## Seminars: Asian, Latin American, and African History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required. See under Asian and Middle Eastern Cultures for additional courses.

*HIST BC 4671x*
**History of the Family in Global Perspective, 1500 to Present**
Drawing on cross-cultural examples, primarily from Latin America, the US and Europe, explores varieties of domestic forms from the early modern period to the present. —N. Milanich
*4 points. W 11-12:50*

*HIST BC 4672y*
**Perspectives on Power in 20th Century Latin America**
An examination of recent Latin American historiography concerns with power in the context of 20th-Century Latin America. Focus on such diverse topics as the Mexican Revolution and migrant culture in Costa Rica, labor mobilization in Chile and the dirty war in Argentina. Themes include the relationship between popular culture and the state; the power of words and the power of symbols; structure and agency; the role of the law; the relationship between leaders and followers; and the intersections of gender, race, and power. —N. Milanich
*4 points. W 11-12:50*

*HIST BC 4861y*
**Body Histories: The Case of Footbinding**
The deceptively small subject of footbinding provides a window into the larger family dynamics and sexual politics in Chinese history and society. Explores the multiple representations of footbinding in European travelogues, ethnographic interviews, Chinese erotic novels and prints, and the polemics of modern and feminist critiques. —Dorothy Ko
*4 points. Tu 11:00–12:50*

*HIST BC 4802x*
**History and Human Rights: Capitalism, Colonialism, Culture**
—A. Rao
*Prerequisite: Prior course in non-Western history and permission of instructor.*
*4 points. Not offered in 2004–05.*

*HIST BC 4804y*
**Political Modernity (Themes in South Asian History)**
—A. Rao
*Prerequisite: Prior course in non-Western history and permission of instructor.*
*4 points. Not offered in 2004–05.*

*HIST W 4713x*
**Nationalism in the Arab World**
—R. Khalidi
*4 points.*

*HIST W 4762x*
**Islam in Africa**
—G. Mann
*4 points.*

*HSEA W 4871x*
**Consumer Culture- Modern China**
—E. Lean
*4 points.*

*HSEA W 4884y*
**China's Sprouts of Capitalism**
—M. Zelin
*4 points.*

*HSEA W 4890y*
**Historiography of East Asia**
—M. Zelin
*4 points.*

*HSEA W 4891y*
**Law in Chinese History**
—M. Zelin
*4 points.*

## Other Offerings

Full description of courses of interest to students of history offered by Barnard faculty can be found elsewhere in this catalogue under the department or interdisciplinary program in which the course is offered. For Columbia graduate history lecture courses open to undergraduates ("4000 level") and courses jointly sponsored with other Columbia departments, see the *Columbia University Bulletin.*

## Courses Offered at Reid Hall in Paris

Information about the program is available in 203 Lewisohn Hall or **ce.columbia.edu/paris.**

# HUMAN RIGHTS STUDIES

416B Lehman Hall

**www.barnard.edu/humright**

This program is supervised by the Barnard Committee on Human Rights Studies:

**Directors:** Professors Rachel McDermott (Chair) and Janet Jakobsen
**Anthropology:** Paige West[1]
**Asian and Middle Eastern Cultures:** Rachel McDermott
**Comparative Literature:** Peter Connor (French)
**Economics:** Sanjay Reddy[1]
**English:** James Basker[1]
**French:** Serge Gavronsky
**History:** Anupama Rao[1]
**Political Science:** Dennis Dalton, Peter Juviler (Emeritus)
**Psychology:** Larry Heuer
**Religion:** John S. Hawley, Alan Segal
**Slavic:** Catherine Nepomnyashchy
**Sociology:** Jonathan Rieder[1]
**Women's Studies:** Janet Jakobsen
**University Interdepartmental Committee on Human Rights:**
Jose Alvarez, Law
Jagdish Bhagwati, Economics
Irene Bloom, Asian and Middle Eastern Cultures, Barnard
Hamid Dabashi, Middle East and Asian Languages and Cultures
Joan Ferrante, English and Comparative Literature
Louis Henkin, Law (University Professor)
Peter Juviler, Political Science, Barnard
Mahmoud Mamdani, Anthropology
J. Paul Martin, Center for the Study of Human Rights
Andrew J. Nathan, Political Science
Julie Stone Peters, English and Comparative Literature
Thomas Pogge, Philosophy
David Rothman, History
Gayatri Chakravorty Spivak, English and Comparative Literature

[1]Absent on leave 2004–05.

With the proliferation of human rights institutions over the past half century and the central place of human rights in current debates about social justice, global equity, the role of war crimes tribunals and truth commissions, the problems of humanitarian intervention, or the changing role of global economic institutions, human rights standards have become crucial touchstones of contemporary ethics and politics. The program in human rights studies engages students in the emergent interdisciplinary discussion of

rights, providing them with a knowledge of the theory and practice of human rights, stimulating critical examination of the historical and conceptual antecedents, selection and formulation, enforcement and violation, political and discursive uses of human rights, and allowing them the opportunity to reflect on a set of beliefs and practices fundamental to the shaping of their world. This interdisciplinary program is designed to be pursued alongside a major in one of the departments with a disciplinary or area studies focus—including, but not limited to Africa & African Diaspora Studies, American Studies, Anthropology, Asian and Middle Eastern Cultures, Comparative Literature, English, French, German, History, Italian, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies.

## Requirements for the Combined Major

A minimum of six courses in Human Rights Studies, including V3001x Introduction to Human Rights and at least two other courses from among those designated "core courses," the rest "related" courses, and a complete major in a relevant department, are required for a combined major in Human Rights Studies. Where courses in Human Rights Studies also satisfy departmental requirements, no more than three Human Rights Studies courses may count toward the major. Besides the six courses in Human Rights Studies, students will be asked to submit a senior thesis or project in the area of human rights studies, written in the major department. Those interested in a combined major should consult with the Director or other members of the Committee on Human Rights Studies. See the web site **www.barnard.edu/humright,** for updates on course offerings.

## Core Courses for Human Rights

***HRPS V 3001x* (Required)**
**Introduction to Human Rights**
Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan
*3 points.*

***HRTS W 3910x***
**Human Rights Colloquium: Legal Texts, Testimony, and the Culture of Rights**
Looks at a series of central issues in human rights from an interdisciplinary viewpoint, examining seminal essays on the theory of rights, legal texts, testimony, and case studies, at the same time serving as a forum for the development of individual research projects. —J. Peters
*4 points.*

***HRTS W 3397x and W 3998y***
**Independent Study**
Independent research and writing project. See the web site or the program office for application details and deadlines. —Staff
*1–4 points.*

***HRTS W 3995x–3996y***
**Senior Seminar in Human Rights**
—J. Peters
*4 points.*

## Asian Studies

*ASCE W 4320*
**Human Rights and Social Justice in Comparative Perspective**
—I. Bloom
*4 points.*

## Comparative Literature—English

*CLEN W 3740*
**Comparative Modern Texts: International Short Stories and Human Rights**
—J. Slaughter
*4 points.*

*CLEN W 3910*
**Seminar: Women, Religion, Human Rights**
—J. Ferrante
*4 points.*

*CLEN W 4905*
**Literature and Human Rights**
—J. Peters
*3 points.*

## History

*HIST W 3926*
**Historical Origins of Human Rights**
—Samual Moyn
*3 points*

*HIST W 3937*
**Jewish Rights and Political Emancipation**
—Y. Yarushalmi
*Permission of instructor required. All primary sources will be read in English.*
*4 points.*

*HIST W 3980*
**History, Rights, and Difference: a Colonial/ (Post-) Colonial Perspective**
—R. Birla
*3 points.*

*HIST W 4316*
**International Governance and Human Rights**
—S. Pederson
*4 points*

*HIST W 4906*
**Nuremburg and Beyond: Human Rights and Medicine**
—D. Rothman
*4 points.*

## Philosophy

*PHIL W 4710*
**Human Rights and Social Justice**
—T. Pogge
*3 points.*

*POLS BC 3326*
**Colloquium on Civil Rights and Liberties**
—P. Franzese
*Limited enrollment.*
*3 points.*

*POLS BC 3410*
**Colloquium on Human Rights in a Diverse World**
—P. Juviler
*Limited enrollment.*
*4 points.*

## Religion

*RELI G 4800*
**Contemporary Questions in Religion and Human Rights**
—J. Chuman
*3 points.*

This list is subject to change. Independent Study course may count as core courses.

A CURRENT LIST OF RELATED COURSES WILL BE AVAILABLE ON WWW.BARNARD.EDU/HUMRIGHTS.

# ITALIAN

320 Milbank Hall

854-5481, -8312
**www.barnard.edu/italian/**

**Associate Professor:** Nelson Moe (Chair)

**Senior Associate:** Daniela Noè (Language Coordinator)

Other officers of the University offering courses in Italian:

**Professors:** Teodolinda Barolini, Luciano Rebay[1], Paolo Valesio

**Associate Professor:** Jo Ann Cavallo

**Assistant Professors:** Flora M. Ghezzo, Andrea Malaguti[1]

**Lecturers:** Mario Bellati, Scott Failla, Maria Luisa Gozzi, Barbara Spinelli (Columbia Language Coordinator)

[1]Absent on leave 2004–05.

Undergraduate instruction in Italian has long been fully and successfully integrated among the various undergraduate schools—Barnard College, Columbia College, and the School of General Studies. All courses are open to Barnard students. The Advanced Italian course, though part of the requirement for a major in Italian, is open to all qualified students whose main goal is to improve their competence in the language.

A major in Italian offers the advantages of closely supervised work for a small number of students. Through the senior tutorial, students pursue research in a chosen area of Italian culture under the guidance of a specialist.

The courses given in English have no prerequisites and are open to students majoring in other departments who nevertheless wish to study Italian literature and culture.

The Barnard Italian office is located in 320 Milbank, and the Columbia department is housed in 502 Hamilton.

Graduate courses are open to qualified students with permission of the instructor.

## Requirements for the Major

The courses in Italian are designed to develop proficiency in all the language skills and to present the literary and cultural traditions of Italy. The program of study is to be planned as early as possible.

The following courses are required unless advanced standing is attained in the Department placement examination:

| | |
|---|---|
| ITAL V 1101–V 1102 | *Elementary I & II, or*<br>*ITAL V1121 Intensive Elementary Italian* |
| ITAL V 1201–V 1202 | *Intermediate I & II, or*<br>*ITAL V1203 Intensive Intermediate Italian* |

Ten courses are required for the major, including:

| | |
|---|---|
| ITAL V 3333–V 3334 | *Introduction to Italian Literature I & II, or* |
| ITAL W4502–W4503 | *Italian Cultural Studies I & II* |
| ITAL V 3335–V 3336 | *Advanced Italian* |
| ITAL V 3993 x or y | *Senior Tutorial* |

plus at least five more courses in Italian numbered above ITAL W 1312.

## Requirements for the Minor

A minimum of five courses is required for the minor, to be selected from courses including and numbered above ITAL V 3333–V 3334.

### Language Requirement

The language requirement can be fulfilled with ITAL V 1101–V 1102 and V 1201–V 1202 (or their equivalents). Students who have taken courses in Italian elsewhere (whether in high school, in college, or both) but not at Barnard or Columbia must take the Italian placement test before registering for any Italian course. The test is given during the preregistration period and the first week of classes in 502 Hamilton.

## Courses of Instruction

***ITAL V 1101x–V 1102y***
**Elementary Full-Year Italian**
Introduction to Italian grammar, with emphasis on reading, listening, speaking,and writing. No credit is given for V 1101 until V 1102 has been completed. —Staff
*Enrollment limited to 20 students per section.*
*4 points.*

***ITAL F 1101x–F 1102y***
**Elementary Full-Year Italian**
—Staff
*4 points.*

***ITAL F 1102x, F 1101y***
**Elementary Full-Year Italian**
—Staff
*4 points.*

***ITAL W 1111x, W 1112y***
**Elementary Conversation**
Intensive practice in pronunciation, vocabulary, comprehension of the spoken language, and conversation. —M. Bellati
*Prerequisite for W 1112: W 1111 or the equivalent, or sufficient fluency to satisfy the instructor. Conversation courses may not be used to satisfy the language requirement.*
*2 points.*

***ITAL V 1121y***
**Intensive Elementary Italian**
No previous knowledge of Italian required. May be used toward the fulfillment of the language requirement. An integral course with oral-aural practice, reading, and conversation, this course covers two semesters of elementary Italian in one. —D. Noè
*Recommended parallel: ITAL V 1102. Limited enrollment. Offered only in Fall.*
*6 points.*

***ITAL V 1201x–V 1202y***
**Intermediate Italian**
Review of grammar; intensive and extensive reading, composition, and practice in conversation. —D. Noè
*Prerequisite: V/F 1102 or the equivalent. Enrollment limited to 20 students per section.*
*4 points.*

***ITAL F 1201x–F 1202y***
**Intermediate Italian**
—Staff
*Prerequisite: V/F 1102 or the equivalent.*
*4 points.*

***ITAL F 1202x–F 1201y***
**Intermediate Italian**
—Staff
*Prerequisite: V/F 1201 (or 1202),V/F 1102 or 1201, or the equivalent.*
*4 points.*

***ITAL V1203y***
**Intensive Intermediate Italian**
An intensive course that covers two semesters of intermediate Italian in one, and prepares students for advanced language and literature study. Grammar, reading, writing, and conversation. Exploration of literary and cultural material. Lab: hours to be arranged. May be used to fulfill the language requirement only when followed by at least one of the following: ITAL V3333, V3334, V3335, or V3336. Instructor To Be Announced
*Prerequisite: ITAL V1102 or the equivalent. Limited enrollment. Instructor permission required.*
*6 points.*

***ITAL W 1221x, W 1222y***
**Intermediate Conversation**
Intensive practice in the spoken language, assigned topics for class discussions, and oral reports. —S. Failla
*Conversation courses may not be used to satisfy the language requirement. Prerequisite: ITAL W 1112 or sufficient fluency to satisfy the instructor.*
*2 points.*

***ITAL W 1311x, 1312y***
**Advanced Conversation**
Practice in listening and speaking through assigned topics on contemporary Italian culture. —M.L.Gozzi
Conversation courses may not be used to satisfy the language requirement.
*Prerequisite: ITAL W 1222 or permission of the instructor.*
*2 points.*

***ITAL V 3335x, V 3336y***
**Advanced Italian**
Written and oral self-expression in Italian; brief papers and oral reports on a variety of topics, including films and literature; grammar review. —D. Noè
*Prerequisite: V 1201–1202 or the equivalent.*
*3 points.*

## Literature Courses

For non-majors, the literature courses listed below will count toward the distribution requirement.

***ITAL V 3700***
**"See Naples and Die": Portrait of a City**
Explores the cultural history of Naples and the Neapolitans over the past two centuries in diverse areas including literature, film, theatre, and music. Works will include texts by Serao, Croce, Benjamin, Gramsci, De Filippo, and Ortese; films by Rossellini, Rosi, and Pasolini. —N. Moe
*3 points.*

***ITAL V 3333x, V 3334y***
**Introduction to Italian Literature**

Introduction to literary theory and problems and to in-depth textual analysis. Authors and works from the 13th century to the present; the basic course in Italian literature. —Staff
*Prerequisite: V 1201–V 1202 or the equivalent.*
*3 points.*

***ITAL V 3642y***
**Italian Film: Imagining the Nation**

Explores the representation of national identity in Italian cinema from the silent era to the present. Focuses on how both geography and history are used to construct an image of Italy and the Italians. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio). —N. Moe
*3 points. Not offered in 2004–05.*

***CLIA V 3660y***
**Mafia Movies: From Sicily to *The Sopranos***

Examines representations of the mafia in Italian and American Film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings include novels, historical studies, and film criticism. —N. Moe
*3 points.*

***ITAL V 3993x, y***
**Senior Tutorial**

Independent study on a topic chosen by the student in consultation with a faculty member. Students read primary and secondary texts to gain competence in their chosen area and write a senior essay. -- T. Barolini, J. A. Cavallo, F. Ghezzo, A. Malaguti, N. Moe, P. Valesio
*Required of students with a major in Italian.*
*3 points.*

***ITAL W 4000x***
**Stylistics**

Students read short texts, analyze the anatomy of Italian essays, observe and practice sophisticated sentence structures, solidify their knowledge and usage of Italian grammar, and expand their vocabulary. After discussing and analyzing examples of contemporary prose, students integrate the structures and vocabulary they have acquired into their own writing. —F. Ghezzo
*Prerequisite: Italian V 3336 or the equivalent.*
*3 points.*

***ITAL W 4252x***
**Antonio Gramsci: Literature, Culture, Power**

Examines the writings of Antonio Gramsci and their influence on literary criticism, cultural studies, and filmmaking. Includes works by Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Pier Paolo Pasolini; criticism by Raymond Williams, Edward Said, Stuart Hall; films by Luchino Visconti, the Taviani Brothers, Pasolini. —N. Moe
*3 points. Not offered in 2004–05.*

***CLIA G 4074y***
***Montale***

Montale's work against the background of Italian and European poetry —L. Rebay
*Prerequisite: instructor's permission.*
*3 points. Not offered in 2004–05.*

*ITAL G 4079x*
**Boccaccio's *Decameron***

The *Decameron* in light of its antecedents, both classical and vernacular, and of its intertexts, especially Dante's *Commèdia*, with particular attention to Boccaccio's attitudes toward women and his deployments of narrative to undercut all absolutism. —T. Barolini
*3 points. Not offered in 2004–05.*

*ITAL G 4089y*
**Petrarch's *Canzoniere***

A reading of the *Canzoniere* that brings to bear ideas on time and narrative from authors such as Augustine and Ricoeur in order to reconstruct the significance of collecting fragments in a new genre: the lyric sequence. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome. —T. Barolini
*3 points. Not offered in 2004–05.*

*ITALG4108x*
**Writing the Self: the Tradition of Autobiography in Italy from the 13th to the 18th Centuries**

Starting with Augustine's Confessions, analyzes the diverse motivations and different stylistic features that mark this genre in different eras. Focuses on the distinction between different forms of autobiographical writings and on the rhetorical strategies authors deploy to authorize their writing. Autobiographies include: Vico, Goldoni, Alfieri, Da Ponte, Casanova, Verri, Gozzi. —F. Ghezzo
*3 pts*

*ITALG4109y*
**Writing the Self: the Tradition of Autobiography in Italy from the 19th to the 20th Centuries**

Modern and contemporary tradition of autobiographical writings, focusing on exploring the potential difference between male and female autobiographers. Topics include: the crisis of the subject, "je suis un autre," the "man" with a movie camera, strategies of concealment and disclosures. Authors include: D'Annunzio, Pirandello, Svevo, Pavese, Fellini, Moretti, Ortese, Ginzburg, Manzini, Cialente, Ramondino. —F. Ghezzo
*3 pts*

*ITAL G 4110x*
**Representations of the South in Modern Italian Literature**

Literary representations of the Italian South from the late nineteenth century to the present. Special attention to the symbolic importance of the South in modern Italian culture. Short stories and novels by Verga, D'Annunzio, Pirandello, Alvaro, Levi, Lampedusa, and Sciascia. —N. Moe
*3 points. Not offered in 2004–05.*

*ITAL W4091x-W4092y*
**Dante's Divina Commedia**

A yearlong course in which the Commedia is read over two consecutive semesters for a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true." Lectures in English, text in Italian; although comparative literature students who can follow with the help of translations are welcome. —T. Barolini
*Prerequisite: Reading knowledge of Italian.*
*4 pts.*

*ITAL W4255x*
**Foundations of the Italian Novel, 1840-1900 [in Italian]**

Investigative overview of the Italian novel from the Risorgimento to the end of the 19th century, with special attention to the novelistic form, the shaping of the national identity, and the reception of the European novel in Italy. Authors include Manzoni, De Marchi, Verga, De Roberto, D'Annunzio, Svevo. —A. Malaguti
*3 pts. Not offered in 2004-5.*

*ITAL G 4725x*
**Pirandello and Modern Drama**
Examines the foundations of modern drama and stage representation by analyzing Pirandello's plays and theoretical works in close comparison with the major authors and drama theorists of the 19th century, including Bertolt Brecht, August Strindberg, and Jean Genet. —A. Malaguti
*3 pts. Not offered in 2004-5.*

*ITAL W 4502x*
**Italian Cultural Studies I: From Unification to World War I**
An interdisciplinary study of Italian culture from the years of unification (1860) to the outbreak of World War I. —N. Moe
*3 points.*

*ITAL W 4503y*
**Italian Cultural Studies II: From World War I to Present**
An interdisciplinary study of Italian culture from World War I to the present. —N. Moe
*3 points.*

*CLIA G 4772x*
**The Poetry of Giuseppe Ungaretti: Its French and Italian Origins**
A study of Ungaretti's work; its relationship to Baudelaire, Rimbaud, Mallarmé, Apollinaire, Valéry, and Italian lyricists from Petrarch to Leopardi, D'Annunzio, and the "Twilight" poets. Texts read in the original. —L. Rebay
*Prerequisite: Instructor's permission.*
*3 points. Not offered in 2004-5.*

For additional offerings, and graduate courses open to undergraduate students with permission of the instructor, please contact the Italian Department at Columbia.

# JEWISH STUDIES

219 Milbank Hall 854-2597

This program is supervised by the Committee on Jewish Studies:

**Ingeborg Rennert Professor of Jewish Studies:** Alan F. Segal (Director)

**Professor of Sociology:** Jonathan Rieder[1]

**Professor of History:** Deborah Valenze[1]

**Other Officers of the University:**
**German:** Miriam Hoffman (Lecturer in Yiddish)
**History:** Arthur A. Goren (Russell Knapp Professor of American Jewish History), Michael Stanislawski (Nathan Miller Professor of Jewish History), Eliot Wolfson (Adjunct Professor), Yosef Yerushalmi (Salo Wittmayer Baron Professor of Jewish History, Culture and Society)
**Middle Eastern and Asian Languages and Cultures:** Gil Anidjar (Assistant Professor of Hebrew Literature), Tamar Ben-Vered (Lecturer of Hebrew Language), Nehama Bersohn (Adjunct Assistant Professor of Hebrew Language), Dan Miron (Leonard Kaye Professor of Hebrew and Comparative Literature), Ruth Raphaeli (Senior Lecturer of Hebrew Language), Reeva Simon (Assistant Director Middle East Institute)
**Religion:** David Halivni (Lucius N. Littauer Professor of Classical Jewish Civilization), David Shatz (Adjunct Professor)

[1]Absent on leave 2004–05.

The program in Jewish Studies enables undergraduates to acquire a thorough knowledge of the most important aspects of Jewish culture, civilization, and history in an interdisciplinary setting. The purpose of the program is to help the student identify resources for constructing rigorously detailed and methodological majors.

The program begins from the assumption that a meaningful major can be most profitably framed in one of the existing departments—such as, but not limited to, American Studies, Ancient Studies, Anthropology, Art History, Asian and Middle Eastern Cultures, Classics, Comparative Literature, English, History, Music, Religion, Sociology, and Women's Studies. The program director would then certify that the subject matter of that major contains enough interest in Jewish subjects and is rigorous enough in methodology.

## Requirements for the Combined Major

A minimum of 6 courses in Jewish Studies, including *Introduction to Judaism* REL V 2620 or the equivalent, and a complete major in a relevant department are required for a combined major in Jewish Studies. Where courses in Jewish Studies also satisfy departmental major requirements, the student must complete at least three courses over and above what is normally required for the major. Students are encouraged to consult the offerings of other relevant departments and frame a major by centering on the methodological requirements of that major and utilizing the advising capacities of that department. Students, especially those who plan to continue in graduate Jewish Studies of any kind, are strongly encouraged to seek competence in Hebrew and other languages which were used by Jews in their particular area of concentration. Where possible, the courses in Jewish Studies should be taken across the major areas of Jewish history: Ancient (biblical); Hellenistic and Talmudic; Medieval; and Modern. Besides the six courses specifically in Jewish Studies, students must submit a Senior Thesis or project in the area of Jewish Studies, written in the major department or in conjunction with JST BC 3998 *Directed Research.*

# MATHEMATICS

333 Milbank 854-3577
**www.barnard.edu/math**

**Professors:** David A. Bayer (Chair), Walter D. Neumann[2]

**Assistant Professors:** Jason Behrstock, Ilya Kofman

**Professor Emerita:** Joan Birman

Other officers of the University offering courses in Mathematics:

**Professors:** Panagiota Daskalopoulos[1], Robert Friedman[3], Patrick X. Gallagher, Dorian Goldfeld, Brian Greene, Richard Hamilton, Hervé M. Jacquet, Troels Jørgensen, Ioannis Karatzas, Igor Krichever, John W. Morgan (Chair), D.H. Phong, Henry Pinkham, Shou-Wu Zhang

**Associate Professors:** Hubert Bray, Peter Ozsváth, Michael Thaddeus, Eric Urban, Mu-Tao Wang

**Assistant Professors:** Philip Boalch, Peter Bank, Joel Bellaiche, Xiaodong Cao, Darren Glass, Zuoliang Hou, Stanislav Jabuka, Leif Jensen, Sean Paul, Julius Ross, Mihai Sirbu, Michael Smirnov, Mao-Pei Tsui, Peter Woit, Chia-Fu Yu

**NSF Postdoctoral Fellow:** Christopher Leininger, Kimball Martin

[1]Absent on leave Fall term.
[2]Absent on leave Spring term.
[3]Absent on leave 2004–05.

## General Information

Students who have special placement problems, or are unclear about their level, should make an appointment with a faculty member or the chair.

Two help rooms, one in 404 Mathematics and one in 333 Milbank, will be open all term (hours will be posted on the door and the web) for students seeking individual help and counseling from the instructors and teaching assistants. No appointments are necessary. However, resources are limited and students who seek individual attention should make every effort to come during the less popular hours and to avoid the periods just before midterm and final exams.

## Courses for First-Year Students

*Groups and Symmetries (V 1010)* and *Surfaces and Knots (V 1011)* give an introduction to aspects of contemporary mathematics, with high school mathematics as their only prerequisite. These courses are designed for students who do not intend to continue with any calculus offering.

The systematic study of Mathematics begins with one of the following alternative sequences: *Calculus I, II, III, IV (Mathematics V 1101–2, V 1201–2); Honors Math III–IV (Mathematics V 1207–8).*

Credit is allowed for only one of the calculus sequences. The calculus sequence is a standard course in differential and integral calculus. Honors Mathematics III–IV is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus (V 1201–2) and Linear Algebra (*Mathematics* V 2010), with an emphasis on theory.

Calculus II is NOT a prerequisite for Calculus III, so students who plan to take only one year of calculus may choose between I and II or I and III. The latter requires a B or better

in Calculus I and is a recommended option for some majors.

Introduction to Number Theory (MATH V 1103) is a course that can be taken in their first or second year by students with an aptitude for mathematics and an interest in theory.

## Placement in the Calculus Sequence

***College Algebra and Analytical Geometry*** is a refresher course for students who intend to take Calculus but do not have adequate background for it.

***Advanced Placement:*** Students who have passed the advanced placement test for Calculus AB with a grade of 4 or 5 or BC with a grade of 4 receive 3 points of credit. Those who passed Calculus BC with a grade of 5 will receive 4 points of credit or 6 points on placing into Calculus III or Honors Math III and completing with a grade of C or better.

***Calculus I, II, III:*** Students who have not previously studied calculus should begin with Calculus I. Students with 3 or higher on the Calculus AB or BC advanced placement test may start with Calculus II. Students with 5 on the Calculus BC test should start with Calculus III.

***Honors Mathematics III:*** Students who have passed the Calculus BC advanced placement test with a grade of 5, and who have strong mathematical talent and motivation, should start with Honors Mathematics III. This is the most attractive course available to well-prepared, mathematically talented first-year students, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.

## Requirements for the Major

The majors program in both mathematics and applied mathematics are appropriate for students who plan to continue their training in graduate school. Students who begin with Honors Mathematics III–IV will need to plan their succeeding course carefully with the help of an adviser.

***For a major in Mathematics:*** 14 courses as follows:

Four courses in calculus or *Honors Mathematics III–IV,* including Advanced Placement Credit. Six courses in mathematics numbered above 2000, and four courses in any combination of mathematics and cognate courses. The courses in mathematics must include:

| | |
|---|---|
| *V 2010* | *Linear Algebra* (or Honors Mathematics III–IV) |
| *W 4041–2* | *Introduction to Modern Algebra** |
| *W 4061–2* | *Introduction to Modern Analysis** |
| *V 3951x, 3952y* | *Undergraduate Seminar in Mathematics* (at least one term) |

However, students who are not contemplating graduate study in mathematics may replace one or both of the two terms of *MATH W 4061–W 4062* by one or two of the following courses: *MATH V 2500, V 3007*, or *W 4032*. In exceptional cases, the chair will approve the substitution of certain more advanced courses for those mentioned above.

*Note: It is strongly recommended that the sequences W 4041–2 and W 4061–2 be taken in separate years.

***For a major in Applied Mathematics:*** 14 courses plus Junior Seminar in Applied Mathematics:

Four courses in calculus or *Honors Mathematics III–IV,* including Advanced Placement Credit.

| | |
|---|---|
| *V 2010* | *Linear Algebra* |
| *W 4061* | *Introduction to Modern Analysis* |
| *APMA E 4901* | *Seminar in Applied Mathematics: Fall, Junior year* |
| *APMA E 4903* | *Seminar in Applied Mathematics: Fall, Senior year* |
| *APMA E 3900* | *Undergraduate Research in Applied Mathematics* |

(APMA E 3900 may be replaced by the combination APMA E 4902/4904, second semester of the junior and senior applied mathematics seminar, when these are offered or, with approval, another technical elective for seniors that involves an undergraduate thesis or creative research report.)

Additional electives, to be approved by the Applied Math Committee, e.g.:

| | |
|---|---|
| *V 2500* | *Analysis and Optimization* |
| *V 3007* | *Complex Variables* |
| *V 3027* | *Ordinary Differential Equations* |
| *V 3028* | *Partial Differential Equations* |
| *V 3030* | *Dynamical Systems* |
| *W 4032* | *Fourier Analysis* |
| *SIEO W 3658* | *Probability* |
| *APMA E 4300* | *Numerical Methods* |

***For a major in Mathematics–Statistics:*** 14 courses:

Five courses in mathematics:

| | |
|---|---|
| *V 1101, V 1102 and V 1201* | *Calculus I, II and III or equivalent* |
| *MATH V 2010* | *Linear Algebra* |
| *MATH V 2500* | *Analysis and Optimization* |

Five courses in statistics:

| | |
|---|---|
| *STAT W 1211* | *Introduction to Statistics B* |
| *STAT W 3000* | *Introduction to Statistics: Probability Models or* |
| *SIEO W 4105* | *Probability* |
| *STAT W 3659 or W 4107* | *Statistical Inference* |
| *STAT W 4315* | *Linear Regression Models* |
| *IEOR E 4106* | *Introduction to Operations Research: Stochastic processes or* |
| *SIEO W 4606* | *Elementary Stochastic Processes* |

One course in computer science that requires substantial work in programming.

Three courses of electives: An approved selection of advanced courses in mathematics, statistics, applied mathematics, computer science, or mathematical methods courses in physical or social sciences, including biology, economics, and physics.

Students should plan to include a senior thesis or the Undergraduate Seminar in Mathematics in their program, in consultation with their advisors.

*Note:* Students must obtain approval from an adviser in each of the two departments before selecting electives. Students should take MATH V 2010 Linear Algebra in the second semester of the second year. With the approval of their adviser, students may replace the two requirements STAT W 3000 or SIEO W 4105 and STAT W 3659/4107 with the 6-point course STAT W 4109.

***For a major in Mathematics–Computer Science:***
15 courses as follows:

Courses in mathematics:

| | |
|---|---|
| *V 1101, V 1102, V 1201, V 1202* | *Calculus I, II, III, IV (including AP Credit)* |
| *or V 1207, V 1208* | *Honors Math III, IV (Note A)* |

| | |
|---|---|
| *V 2010* | *Linear Algebra* |
| *V 3020** | *Number Theory and Cryptography (Note B)* |
| *W 4041* | *Introduction to Modern Algebra* |
| *W 4061** | *Introduction to Modern Analysis (Note C)* |
| *V 3951 or V 3952* | *Undergraduate Seminars in Mathematics* |

Courses in computer science:

| | |
|---|---|
| *W 1004* | *Computer Science I (or AP credit)* |
| *W 1007* | *Computer Science II* |
| *W 3137* | *Data Structures and Algorithms* |
| *W 3157* | *Computer Science III (Advanced Programming)* |
| *W 3203* | *Discrete Mathematics* |
| *W 3261* | *Computability and Models of Computation* |
| *W 3827* | *Fundamentals of Computer Systems* |
| *W 4231** | *Analysis of Algorithms I* |
| *W 4241** | *Numerical Algorithms and Complexity I* |

*Electives—take two of four; in exceptional cases, other courses may be substituted with the approval of departmental representatives of both departments.

*Note A:* The Honors sequence also fulfills the MATH V 2010 Linear Algebra requirement.

*Note B:* May substitute MATH V 3021 or BC 2006 or MATH V 1103.

*Note C:* May substitute MATH V 2500, V 3007, V 4032, V 3386, or W 4051.

Students seeking to pursue a Ph.D. program in either discipline are urged to take additional courses, in consultation with their advisers.

***For a major in Economics and Mathematics, see page 176.***

## Requirements for the Minor

For a minor in Mathematics or Applied Mathematics: Six courses from any of the courses offered by the department except W 1003 College Algebra and Analytic Geometry, V 1101/2 Calculus I/II.

## Courses of Instruction

### Courses for First-Year Students

***MATH W 1003x, y***
**College Algebra and Analytic Geometry**
For students who wish to take calculus but do not have a firm enough grasp of basic mathematics. Topics include: linear functions, and introduction to the exponential and logarithm functions and to algebraic functions, trigonometry, and vectors in the plane. —Staff
*This course does not fulfill the Quantitive Reasoning requirement.*
*3 points.*

***MATH V 1010x***
**Groups and Symmetry**
An elementary introduction to the concept of a group. Groups of symmetries in art, architecture, and science. Groups of permutations. —Staff
*Prerequisite: Intermediate algebra, geometry, and trigonometry.*
*3 points.*

***MATH V 1011y***
**Surfaces and Knots**

An elementary introduction to contemporary topology. Topological graph theory. Surfaces, knots, links, and braids. —Staff

*Prerequisite: Intermediate algebra, geometry, and trigonometry.*
*3 points.*

***MATH V 1101x, y***
**Calculus I**

Functions, limits, derivatives; introduction to integrals. —Staff

*Prerequisite: A firm grasp of high school mathematics through trigonometry, or MATH W 1003 or the equivalent. The Help Room, 333 Milbank (hours posted on door), is open to students seeking individual help from the instructors and teaching assistants.*
***www.math.columbia.edu/courses/milbankhelp***
*3 points.*

***MATH V 1102x, y***
**Calculus II**

Methods of integration; applications of the integral; Taylor's theorem; infinite series; sequences and series. —Staff

*Prerequisite: Course V 1101 or the equivalent.*
*3 points.*

***MATH V1103x***
**Introduction to Number Theory**

An introduction to mathematical proof, through the study of proofs in elementary number theory. Topics taken from congruences, quadratic residues and reciprocity, sums of squares, Pells equation, RSA encryption, arithmetic functions, circle problem and divisor problem, distribution of primes, approximation of real numbers by rational numbers. —Gallagher

*Prerequisite: High school Calculus or Calculus 1. May not be taken or credit after 1107 or 3007 or 3020 or 3040 or 4261.*
*3 points*

***MATH V 1201x, y***
**Calculus III**

Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer's rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. —Staff

*Prerequisite: Either MATH V1101 with a grade of B or better or MATH V1102.*
*3 points.*

***MATH V 1202x, y***
**Calculus IV**

Multiple integrals, line and surface integrals, calculus of vector fields, fourier series. —Staff

*Prerequisite: MATH V 1201 or the equivalent.*
*3 points.*

***MATH V 1207x, 1208y***
**Honors Mathematics III, IV**

A unified treatment of multivariate calculus and linear algebra from a rigorous point of view. Students are required to attend the recitation. —Staff

*Prerequisite: A grade of 5 in the Advanced Placement Exam (BC level) and a strong interest in learning how to construct mathematical proofs. Course V 1207 is the prerequisite for V 1208.*
*4 points.*

## General Courses

***MATH BC 2006x***
**Combinatorics**

Honors-level introductory course in enumerative combinatorics. Pigeonhole principle, binomial coefficients, permutations and combinations, Polya enumeration, inclusion-exclusion principle, generating functions and recurrence relations. —Staff
*Prerequisite: MATH V 2010 is helpful as corequisite, not required.*
*3 points.*

***MATH V 2010x,y***
**Linear Algebra**

Vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, canonical forms, applications. —Staff
*Prerequisite: Calculus III*
*3 points.*

***MATH V 2500y***
**Analysis and Optimization**

Mathematical methods for economics. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Optimization, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. —Staff
*Prerequisites: Calculus I-III or the equivalent, MATH V 2010 Linear Algebra.*
*3 points.*

***MATH V 3007x, y***
**Complex Variables**

Elementary course in functions of a complex variable; fundamental properties of the complex numbers; differentiability. Cauchy-Riemann equations; Cauchy integral theorem; Taylor and Laurent series, poles, and essential singularities; residue theorem and conformal mapping. —Staff
*Prerequisite: V 1202.*
*3 points.*

***MATH V 3020x***
**Number Theory and Cryptography**

Congruences. Primitive roots. Quadratic residues. Contemporary applications. —Staff
*Prerequisite: One year of calculus.*
*3 points. Not offered in 2004–05, See MATH V 1103.*

***MATH V 3021y***
**Combinatorial Number Theory**

Advanced topics in number theory. Continued fractions. Approximations by rational numbers. Transcendental numbers. Arithmetic functions. Partitions of numbers and their generating functions. Stress on the combinatorial and algorithmic aspects of number theory. Contemporary applications. —Staff
*Prerequisite: MATH V 3020 or MATH W 4041.*
*3 points. Not offered in 2004–05.*

***MATH V 3027x***
**Ordinary Differential Equations**

Equations of order one; systems of linear equations. Second order equations. Series solutions at regular and singular points. Boundary value problems. Selected applications. —Staff
*Prerequisite: MATH V 1102 and 1201 or equivalent. Corequisite: MATH V 2010 or equivalent.*
*3 points.*

## Upper-Level Courses

***MATH V 3028y***
**Partial Differential Equations**

Introduction to partial differential equations; first-order equations; linear second-order equations; separation of variables; solution by series expansions; boundary value problems. —Staff
*Prerequisite: Course V 3027 or the equivalent and MATH V 2010 or the equivalent.*
*3 points.*

***MATH V 3030x***
**Dynamical Systems**

Systems of differential equations, in particular nonlinear systems. Qualitative study of the solutions. Chaos. —Staff
*Prerequisite: MATH V 1202 or V 1205, and MATH W 2010.*
*3 points. Not offered every year.*

***MATH V 3050y***
**Discrete Time Models in Finance**

Elementary discrete time methods for pricing financial instruments, such as options. Notions of arbitrage, risk-neutral valuation, hedging, term-structure of interest rates. —Staff
*Prerequisite: MATH V 1101, 1102, 1201, V 2010. Recommended: MATH V 3027 (or MATH E 1210) and SIEO W 3600.*
*3 points.*

***MATH V 3386x***
**Differential Geometry**

Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulae for curves. Various types of curvature for curves and surfaces and their relations. The Gauss-Bonnet theorem. —Staff
*Prerequisite: MATH V 1202 or the equivalent.*
*3 points.*

***MATH V 3901x, 3902y***
**Supervised Readings in Mathematics**

Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Sponsorship is limited to full-time instructors on the staff list. Written reports and periodic conferences will be required. —Staff
*Permission of the chair and of the staff member who agrees to act as sponsor is required.*
*2 or 3 points.*

***MATH V 3951 x, 3952y***
**Undergraduate Seminars in Mathematics**

Subject matter is announced at the start of registration and is different in each section. Each student prepares talks, to be given to the seminar, under the supervision of a faculty member or senior teaching fellow. —Staff
*Prerequisite: Open to seniors and qualified juniors with the permission of the faculty member in charge of the seminar.*
*3 points. Consult 4th-floor bulletin board, Mathematics Building, for organizational meeting date and time, during registration period.*

***MATH W 4032x***
**Fourier Analysis**

Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution, Heisenberg uncertainty principle. The course will stress the application of Fourier analysis to a wide range of disciplines. —Staff
*Prerequisite: Three terms of calculus and linear algebra or four terms of calculus.*
*3 points.*

***MATH W 4041x, W 4042y***
**Introduction to Modern Algebra**

The second term of this course may not be taken without the first. Groups, homomorphisms, ring ideals, fields, polynomials, and field extensions. Galois theory. —Staff
*Prerequisite: MATH V 1202, V 2010, or the equivalent.*
*3 points.*

***MATH W 4043x,y***
**Advanced Topics in Algebra**

Advanced topics in algebra chosen from the following list. Ring theory, applications to algebraic geometry, geometry and number theory. Linear algebra: classical groups, projective geometry, Bruhat decomposition, classical groups over finite fields, linear representations of finite groups. Quadratic forms: orthogonal groups, quadratic forms over the fields of real and complex numbers, the finite fields, p-adic fields, the field of rational numbers, quadratic extensions. Field theory and Galois theory: finite fields, p-adic fields, quadratic fields, cyclotomic fields. The topics for 2004–05 are x: Algebraic Number Theory and y: Representations of Finite Groups. —Glass, Galagher
*Prerequisite: MATH W 4041–4042.*
*3 points.*

***MATH W 4050x, V 3380y***
**Topics in Geometry and Topology**

Advanced topics in geometry and topology chosen by the instructor from the following list. Non-Euclidean geometry (e.g., hyperbolic, elliptic, projective), combinatorial topology, algebraic topology, knot theory, braid theory, Morse theory, dynamical systems, foliations, graph theory. —Staff
*Prerequisites: Check with instructor.*
*3 points. Not offered in 2004–05.*

***MATH W 4051y***
**Basic Topology**

Metric spaces, continuity, compactness, quotient spaces. The fundamental group of a topological space. Examples from knot theory and surfaces. Covering spaces. —Staff
*Prerequisite: MATH W 4041 or the equivalent. MATH V 1208 or W 4061 recommended.*
*3 points.*

***MATH W 4061x, 4062y***
**Introduction to Modern Analysis**

The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differentiable functions. Implicit functions. Integration; change of variables. Function spaces. Further topics chosen by the instructor. —Staff
*Prerequisite: MATH V 1202 or the equivalent, and MATH V 2010.*
*3 points.*

***MATH W 4071x***
**Introduction to the Mathematics of Finance**

The mathematics of finance, principally the problem of pricing derivative securities, developed using only calculus and basic probability. Topics include mathematical models for financial instruments, Brownian motion, normal and lognormal distributions, the Black-Scholes formula, and binomial models. —Staff
*Prerequisites: MATH V 1202, V 3027, STAT W 4150 or their equivalents.*
*3 points.*

***MATH W 4081y***
**Introduction to Differentiable Manifolds**

The implicit function theorem. Concept of a differentiable manifold. Tangent space and tangent bundle, vector fields, differential forms. Stokes' theorem, tensors. Introduction to Lie groups. —Staff
*Prerequisite: MATH W 4051 or MATH W 4061 and MATH V 2010.*
*3 points.*

*MATH W4155y*
**Probability Theory**
A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains. —Bank
*Prerequisite: Either MATH W4061 or V3007.*
*3 points*

*MATH W 4386–W 4387*
**Geometrical Concepts in Physics**
Material from topology and geometry with illustrations of their use in electrodynamics, general relativity, and Yang-Mills theory. In particular, topological and differential manifolds, tensors, vector bundles, connections, and Lie Groups are covered. —B. Greene
*Prerequisites: MATH V 1202 or the equivalent and V 2010.*
*3 points. Not offered every year.*

*SIEO W 3658*
**Probability**
*See details in Statistics Department listings.*

*SIEO W 4606*
**Elementary Stochastic Processes**
*See details in Statistics Department listings.*

*APMA E 3900x, y*
**Undergraduate Research in Applied Mathematics**
Provides a mechanism for an advanced senior undergraduate to conduct an investigation in applied mathematics or carry out a special project under the supervision of the staff. Credit is contingent upon the submission of an acceptable thesis or final report. May be repeated for credit to a maximum of 6 points. —Staff
*Prerequisite: Students will normally have begun discussions with potential research supervisors prior to enrolling in this course, typically during the Senior applied math seminar APM E4903.*
*0-6 points*

*APMA E 4901x–4902y*
**Seminar: Problems in Applied Mathematics**
Required for all applied mathematics majors in the junior year. Introductory seminars on problems and techniques in applied mathematics. Typical topics of nonlinear dynamics, scientific computation, economics, and operations research. —Staff
*Prerequisite or corequisite: MATH V 3007, V 3028, and V 2010, or their equivalents.*
*0 points.*

*APMA E 4093x, 4094y*
**Seminar: Problems in Applied Mathematics**
Required for all applied mathematics majors in the senior year. It consists of the same weekly lecture as Engineering Mathematics E 4901–4902 plus two hours of tutorials a week. Examples of problem areas are nonlinear dynamics, asymptotics, approximation theory, and numerical methods. —Staff
*Prerequisite or corequisite: MATH V 3007, V 3028, and V 2010, or their equivalents.*
*3 points.*

## Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences.*

# MEDIEVAL AND RENAISSANCE STUDIES

421 Barnard Hall 854-2112
**www.barnard.edu/medren**
**pplatt@barnard.edu**

This program is supervised by the Committee on Medieval and Renaissance Studies:

**Art History:** Professors Keith Moxey, James Beck (CU), Stephen Murray (CU), David Rosand (CU); Assistant Professor Holger Klein (CU)

**Classics:** Professor Carmela Franklin (CU)

**English:** Professors Kathy Eden (CU), Anne Prescott, Joan Ferrante (CU), Robert Hanning (CU), David Scott Kastan (CU), James Shapiro (CU), Jean Howard (CU), Paul Strohm (CU); Associate Professor Peter Platt (Chair); Assistant Professors Molly Murray (CU), Elizabeth Weinstock, Julie Crawford (CU); Lecturer Timea Szell

**French:** Assistant Professor Paul Creamer (CU); Lecturer Laurie Postlewate

**History:** Professor Martha Howell (CU); Associate Professors Joel Kaye[1], Adam Kosto (CU); Assistant Professor Matthew Jones (CU)

**Italian:** Professor Teodolinda Barolini (CU); Associate Professor Jo Ann Cavallo (CU)

**Philosophy:** Professor Alan Gabbey, Associate Professor Christia Mercer (CU)

**Religion:** Professors Robert Somerville (CU), Peter Awn (CU); Associate Professor Elizabeth Castelli

**Spanish and Latin American Cultures:** Professors Mirella Servodidio, Marcia Welles[1], Gonzalo Sobejano (CU); Assistant Professor Michael Agnew (CU)

[1] *Absent on leave 2004–05.*

This program enables undergraduates to acquire a thorough knowledge of the most important aspects of Medieval or Renaissance civilizations and to gain an awareness of the interdependence of historical and cultural developments.

## Requirements for the Major

Major programs are established individually with a concentration in one of these disciplines: art history, history, literature, philosophy, romance philology, music, or religion. Each student, after consultation with the chair, chooses an adviser in her area of concentration who guides her in developing a sequence of courses to be taken in the field.

A minimum of 11 courses is required for the major in Medieval and Renaissance Studies:

*Five courses in the area of concentration;*
*Two history courses for students who are not concentrating in history;*
*Two courses in the other disciplines mentioned above for those who are;*
*Two electives in areas outside the concentration, to be chosen in consultation with the adviser; and*
*MRS BC 3998x and MRS BC 3999y, Directed Research, a two-semester program of interdisciplinary research leading to the writing of the senior essay.*
*(In some cases, a senior seminar in one of the departments may be substituted for MRS BC 3998x or 3999y.)*

Students are required to write an interdisciplinary senior essay based on two semesters of research in their field of concentration and in another discipline, carried out under the supervision of their area adviser and another from the second discipline. The choice of

topic for this senior project and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program.

In addition to the language used to fulfill the general four-semester requirement for graduation, the student must have completed two semesters of a second language (or the equivalent) relevant to her area of concentration.

The following courses represent only a sample of those that can be taken to satisfy the program requirement. Other relevant courses may be taken with the permission of the chair.

**No minor is offered in Medieval and Renaissance Studies.**

## Courses of Instruction

*MRS BC 3998x, 3999y*
**Directed Research for the Senior Project**
Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project. —Staff
*4 points.*

### Art History

*AHIS W 3230y*
**Medieval Architecture**
—S. Murray
*3 points*

*AHIS V 3437y*
**Italian Renaissance Painting**
—D. Rosand
*3 points*

*AHIS V 3–y*
**Italian Renaissance Sculpture**
—J. Beck
*3 points*

*AHIS W 39–x*
**Cathedrals**
—S. Murray
*3 points*

*AHIS W 4–x*
**Gothic Architecture**
—S. Murray
*3 points*

*AHIS W 4480y*
**Art in the Age of Reformation**
—K. Moxey
*3 points. Not offered in 2004–05*

### Classics

*LATN V 3033x*
**Medieval Literature**
—C. Franklin
*3 points.*

*LATN V 4152y*
**Medieval Latin: Prose**
—C. Franklin
*3 points.*

## English

*ENTH BC 3136y*
**Shakespeare in Performance**
—P. Denison
*4 points. Not offered in 2004–05.*

*ENGL BC 3154x*
**The Early Chaucer**
—T. Szell
*3 points. Not offered in 2004–05.*

*ENGL BC 3155y*
**The Canterbury Tales.**
—T. Szell
*3 points.*

*ENGL BC 3158x*
**Medieval Literature**
—E. Weinstock
*3 points.*

*ENGL BC 3140x*
**Renaissance Women Writers**
—A. Prescott
*3 points. Not offered in 2004–05.*

*ENGL BC 3163x, 3164y*
**Shakespeare**
—P. Platt
*3 points.*

*ENGL BC 3165y*
**The English Renaissance**
—A. Prescott
*3 points*

*ENGL BC 3166y*
**Seventeenth-Century Prose and Poetry**
—Instructor TBA
*3 points*

*ENGL BC 3167x*
**Milton**
—Instructor TBA
*3 points*

*ENGL BC 3169y*
**Renaissance Drama: Kyd to Ford**
—P. Platt
*3 points.*

## French

*FREN BC 3023x*
**The Culture of France I**
—L. Postlewate
*3 points.*

*FREN BC 3031y*
**The Arthurian Tradition and French Historical Consciousness**
—L. Postlewate
*3 points.*

## History

*HIST W 1061x*
**Introduction to Early Middle Ages**
—A. Kosto
*3 points. Not offered in 2004–05.*

*HIST BC 1062y*
**Introduction to Later Middle Ages: 1050–1400**
—J. Kaye
*3 points. Not offered in 2004–05.*

*HIST BC 3062x*
**Medieval Intellectual Life: 1050–1450**
—J. Kaye
*3 points. Not offered in 2004–05.*

*HIST BC 4062x*
**Medieval Economic Life**
—J. Kaye
*4 points. Not offered in 2004–05.*

## Italian

*ITAL W 3200*
**Chivalric Narratives in Popular Oral Tradition: Sicilian Puppet Theater and the Tuscan-Emilian Maggio**
—J. Cavallo
*3 points*

## Philosophy

*PHIL V 1202y*
**The History of Philosophy, II: Aquinas to Kant**
—C. Mercer
*3 points.*

*PHIL V 3230x*
**Early Modern Philosophy**
—A. Gabbey
*3 points.*

*PHIL V 3574y*
**Philosophy and the Scientific Revolution**
—A. Gabbey
*3 points. Not offered in 2004–05.*

## Spanish

*SPAN BC 3138x*
**The Inquisition in Spain and Latin America**
—M. Welles
*3 points*

*SPAN BC 3155y*
**Image and Word: Crosscurrents in the Art and Literature of Habsburg Spain**
—M. Welles
*3 points.*

*SPAN BC 3127y*
**Don Quijote**
—M. Welles
*3 points. Not offered in 2004–05.*

*For other Columbia courses and graduate courses, please consult the proper catalogues and see Professor Platt (854-2112, 421 Barnard).*

# MUSIC

Barnard Office: 319 Milbank Hall 854-5096
Columbia Department of Music: 621 Dodge 854-3825

**Senior Lecturer:** Gail Archer (Director)

Other officers of the University offering courses listed below:

**Professors:** Dieter Christensen, George Edwards, Walter Frisch, Brad Garton, Jonathan Kramer, Fred Lerdahl, George Lewis, Tristan Murail, Elaine Sisman (Chair)

**Associate Professors:** Joseph Dubiel, Timothy Taylor

**Assistant Professors:** Susan Boynton, David E. Cohen, Sebastian Currier, Aaron Fox, Guiseppe Gerbino, Karen Henson, Ana Maria Ochoa, Christopher Washburne

**Director of Music Performance:** Deborah Bradley

**Music Associates:** Sarah Adams, Anahid Ajemian, Eliot Bailen, Allen Blustine, Vicki Bodner, Kristina Boerger, Paul Bollenback, Yari Bond, David Brayard, Marshall Coid, Kenneth Cooper, Wayne Dumaine, David Fedele, Mark Goldberg, Antigoni Goni, June Han, Robert Ingliss, Sue Ann Kahn, Donald Hayward, Bad Jones, Min-Young Kim, Arthur Kampela, Erica Kieswetter, Tom Kolor, Jean Kopperud, Anthony Korf, David Krauss, Spiro Malas, Jane McMahan, Jeremy McCoy, Linda McKnight, Jeffrey Milarsky, Mary Monroe, Rosamund Morley, Morris Newman, Ah-Ling Neu, Tara Helen O'Connor, Neils Ostbye, Muneko Otani, Lynn Owen, Susan Palma-Nidel, James Preiss, Susan Rotholz, Mark Shuman, Don Sickler, Michael Skelly, Taimur Sullivan, Wendy Sutter, Scott Temple, Steve Turre, Reiko Uchida, Ben Waltzer, Jeffrey Warschauer, Steve Williamson, Steve Wilson

## Requirements for the Major

Program of Study: to be planned with the department consultant before the end of the sophomore year. Prospective music majors should complete the prerequisites by the end of their sophomore year and are encouraged to complete them by the end of their first year. By the end of her first year as a music major she should select a faculty adviser.

**Prerequisite:** BC 1001 or 1002, MUSI V 1002 *Fundamentals of Western Music*, and MUSI V 1312 *Introductory Ear-training*. Prospective music majors are advised to satisfy the prerequisites prior to their declaration as majors or before the end of their sophomore year. This requirement may be fulfilled either through successful completion of the courses or satisfactory performance on examinations administered each semester by the department.

**Courses:** At least 40 points, including MUSI V 2318–V 2319 *Diatonic Harmony and Counterpoint;* V 3321–V 3322 *Chromatic Harmony and Counterpoint;* four semesters of ear-training, unless the student is exempt by exam; the following two history courses: V 3128 *History of Western Music I: Middle Ages to Baroque* and V 3129 *History of Western Music II: Classical to 20th Century;* and at least three 3000- or 4000-level electives in your area of interest (theory, history, composition, or ethnomusicology). The remaining points are chosen from 2000- to 4000-levels. At least one elective course must deal with a non-tonal repertoire. No more than 6 points of 2000-level courses and no more than 4 points of instrumental or vocal lessons will count toward the major.

**Senior Project:** Working with her adviser, a major must complete an original project in her senior year. Normally, it may be the expansion of a paper done in a 4000-level course (as long as it deals with primary sources), a composition, or a recital.

**Keyboard Proficiency:** Music majors will be required to take a keyboard proficiency exam, which must be arranged by making an appointment with a member of the piano

faculty, immediately upon declaration of the major. Those who do not pass the exam will be required to take MUSI W 1517x–W 1518y, for 1 point each term, which will count against the maximum 4 points allowed toward completion of the major.

**Languages:** For students who plan to do graduate work in music, the study of German, French, Italian, and/or Latin is recommended.

**Note:** With the permission of Gail Archer, Barnard Director, students may take lessons at the Manhattan School of Music or the Juilliard School. For non-majors, there is a six-semester limit, but majors may continue for the remainder of their program.

**Practice rooms:** Piano practice rooms are available, at a nominal fee, upon application to the Music Department in 319 Milbank. Application should be made during the first week of classes. Preference in assigning hours is given to students taking piano instruction, majors, and concentrators, in order of application. The organ studio in St. Paul's Chapel is available for organ practice. Arrangements should be made with Mary Monroe, Associate in Organ Performance, during the first week of classes.

## Requirements for the Minor

**Courses for the minor:** Four terms of theory, four terms of ear-training, and two terms of history.

## Performance Activities

Participation in the following activities is open to all members of the University community. Music majors are urged to join at least one of the groups. Students who wish to receive course credit may register for the courses as listed.

**Columbia University Orchestra and Chamber Ensemble.** Jeffrey Milarsky, conductor. See MUSI V 1591x–1592y for the audition schedule and description of activities.

**Chamber Ensemble.** Deborah Bradley, Director of the Music Performance Program. See MUSI V 1598x–1586y for audition information and description of activities.

**Barnard-Columbia Chorus and Chamber Singers.** Gail Archer, director. See MUSI V 1593x–1594y and MUSI V 1595x–1596y for audition information and description of activities.

**Columbia University Jazz Ensemble.** Christopher Washburne, director. See MUSI V 1618x–1619y for audition information and description of activities.

**Instrumental and Vocal Instruction.** With appropriate prior approval, qualified students may take music lessons, one course per term, for a maximum of six terms. Only the Music major and minor may take lessons every term.

**Collegium Musicum.** Auditions are held at the beginning of each term. The aim of the Collegium Musicum is to perform neglected and unfamiliar vocal and instrumental music. Activities are supervised by the graduate student director, and the Collegium usually gives two public concerts each semester.

## Courses of Instruction

***MUSI BC 1001x, BC 1002y***
**An Introduction to Music**

x: A survey of the development of Western music from 6th-century Gregorian Chant to Mozart, with emphasis upon important composers and forms. Extensive listening required. y: A survey of the development of Western music from the first Viennese Classical school at the end of the 18th century to the present, with emphasis upon composers and forms. Extensive listening required. —G. Archer
*No previous knowledge of music is required.*
*3 points. Sec. 1 MW 1:10–2:25; Sec. 2 TuTh 1:10–2:25*

***MUSI V 1002x, y***
**Fundamentals of Western Music**
A student may place out of this course with a score of 5 on the Advanced Placement Examination or by an examination given by the Department at the beginning of the semester. The basic elements of music to be studied with the aim of developing musicianship will include notation, dictation, sight-singing, transposition, aural recognition of the simpler forms, triad identification, cadence types, and voice-leading in two parts. —Instructor TBA
*Corequisite: MUSI V 1312*
*3 points.*

***MUSI BC 1501x, BC 1502y***
**Voice Instruction**
Entrance by audition only (call department during registration for time and place of audition). One-hour private lesson weekly. —Staff
*1 point.*

## Theory and Ear-Training Sequence

***MUSI V 2318x–V 2319y***
**Diatonic Harmony and Counterpoint, I and II**
Principles of melodic construction, voice leading, harmony, and counterpoint in modal and tonal music. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: V.Cohen; Sec.2: G.Edwards
*Prerequisite: MUSI V 1002 or the equivalent. Corequisite, x and y: An ear-training lab to be determined by a placement exam given at the beginning of the term.*
*3 points.*

***MUSI V 3321x–V 3322y***
**Chromatic Harmony and Counterpoint, I and II**
Principles of chromatic voice leading and chromatic chord construction. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: S. Currier; Sec.2: Instructor TBA
*Prerequisite: MUSI V 2318–2319 and completion of any two semesters of ear-training, the most re cent with a grade of B– or better. Corequisite, x and y: An ear-training lab.*
*3 points.*

**Please note:** For the following ear-training labs, students must take a placement test at the beginning of the term and may not register without the permission of the Ear-training Coordinator.

***MUSI V 1312x, y***
**Introductory Ear-training**
Introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies. —Instructor TBA
*1 point.*

***MUSI V 2314x, y***
**Ear-training I**
Designed to improve the student's basic skills in sight-singing and rhythmic and melodic dictation with an introduction to four-part harmonic dictation. —Instructor TBA
*1 point.*

***MUSI V 2315x, y***
**Ear-training II**
Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter, with strong emphasis on harmonic dictation. —Instructor TBA
*1 point.*

***MUSI V 3316x, y***
**Ear-training III**

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters which involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases. —Instructor TBA
*1 point.*

***MUSI V 3317x, y***
**Ear-training IV**

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation.
—F. Murail
*1 point.*

***MUSI W 4318y***
**Ear-training V**

Advanced dictation, sight-singing, and musicianship, with emphasis on 20th-century music.
—F. Murail
*1 point.*

***MUSI V 2010x***
**Rock 'n' Roll**

A study of rock music from the perspective of issues in contemporary cultural theory, with special emphasis on political significance and diverse representations of race and gender. —Instructor TBA
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent. —Instructor TBA*
*3 points.*

***MUSI V 2013***
**Popular Musics of the Americas: Africa**

An exploration of some of Africa's past and present contributions to the popular musics of the Americas. Topics include the African presence in jazz and blues, the return impact of African-American musics on Africa, and the prominent role of African styles in the development of "world beat" and global pop.
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

***MUSI V 2014y***
**Popular Musics of the Americas: Country Music**

A survey of the social, musical, and commercial history of "country and western" music and its antecedent and related genres in the U.S. and as a global style, focusing on the history of recording technology, popular imaginings of rusticity, race, class, and gender in country music, and the lived experience of country music's listeners and creators in various eras and locales. Class projects will include the production of a series of radio shows (by groups of students) for the actual broadcast.
*Prerequisite: BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

***MUSI V 2015***
**Music in the United States**

Main currents in American musical life, with emphasis on ragtime, jazz hymnody, spirituals, blues, popular song, and major works of Copland, Ives, Ellington, Gershwin, Billings, Foster, and Reich.
*Prerequisite: BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

*MUSI V 2016y*
**Jazz**
The musical and cultural features of jazz, beginning in 1900. —C. Washburne
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.*
*3 points.*

*MUSI V 2023*
**Beethoven**
The study of the life and works of Ludwig van Beethoven, with emphasis on selected symphonies, string quartets, and piano sonatas.
*Prerequisite: BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

*MUSI V 2024y*
**Mozart**
The life, works, and cultural milieu of Wolfgang Amadeus Mozart, with emphasis on selected symphonies, string quartets, piano concertos, and operas. —E. Sisman
*Prerequisite: BC 1001 or BC 1002 or the equivalent.*
*3 points.*

*MUSI V 2025*
**The Opera**
The development of opera from Monteverdi to the present.
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent. —K. Henson*
*3 points.*

*MUSI V 2152*
**Smetana, Dvŏrák, Janáček**
Examines the works of Bohemian and Moravian composers between 1850 and 1925, against the background of Czech life and culture, and in relation to musical Romanticism. Highlights three composers, focusing particularly on opera, choral music, orchestral, and chamber works.
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

*MUSI V 2205x–V 2206y*
**MIDI Music Production Techniques**
An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). The goals, in addition to teaching proficiency in elementary and advanced MIDI techniques, will be to challenge some of the assumptions about music built into the MIDI specifications and to foster a creative approach to using MIDI machines. —x: B. Garton; y: Instructor TBA
*Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.*
*3 points.*

*MUSI V2340*
**History of Electronic and Computer Music**
The history, aesthetics, technology, and literature of electronic music over the past century with a particular focus on Columbia's foundational role. Students will be directly engaged using new technologies.
*3 points. Not offered 2004-05*

*MUSI V 3120*
**From Source to Sound: The Interpretation of Medieval Music**
Methods, problems, and possibilities for re-creating the oldest extant body of Western music (1000–1300 C.E.). By directly confronting musical manuscripts, translated theoretical treatises, and performance contexts, students will develop their ability to think critically about the music of the past and modern attempts to describe it. —S. Boynton
*Prerequisite: BC 1001 or BC 1002 or the equivalent, and the ability to read music.*
*3 points.*

***MUSI V 3128x***
**History of Western Music I: Middle Ages to Baroque**

A survey of Western music from Antiquity through Bach and Handel, focusing on the development of musical style and thought, and analysis of selected works. —G. Gerbino
*Pre- or co requisite: V2318–V2319*
*3 points.*

***MUSI V 3129y***
**History of Western Music II: Classical to the 20th Century**

A survey of Western music from the Classical era to the present day, focusing on the development of musical style and thought, and on analysis of selected works. —T. Taylor
*Pre- or co requisite: V2318–2319*
*3 points.*

***MUSI V 3138***
**The Music of Brahms**

A survey of the music of Brahms, examining a wide range of genres as well as his historical and cultural position in the 19th century.
*Prerequisite: BC 1001 or BC 1002.*
*3 points. Not offered in 2004–05.*

***MUSI BC 3139***
**Vocal Technique and Expression–I**

Using various styles of English and American song, classical and popular, developing and intermediate singers study technical and performance skills that further vocal effectiveness, leading to an in-class performance. —J. McMahan
*Prerequisite: Audition and permission of the instructor. Limited to 12 students.*
*3 points.*

***MUSI V 3140x, y***
**Vocal Repertoire, Technique, and Expression II**

Voice and movement exercises for breathing, support, articulation, registration, and timbre. Exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. Attention to meaning of text and musical interpretation. Study and practice of all elements of song needed for effective vocal performance. —J. McMahan
*3 points. TuTh 4:10*

***MUSI V 3170***
**Studying Contemporary Popular Music**

An exploration of the applicability of recent work in cultural theory and analysis to the understanding of popular music in the 1980s and 1990s.
*Prerequisite: BC 1001 or BC 1002 or the equivalent and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***MUSI V 3175***
**Historical Survey of the Cultural Theory of Music**

An introduction to the main bodies of modern cultural theory. Asks how these theories play in our understanding of the musics traditionally studied and how to begin formulating new questions about these musics.
*Listening assignments complement readings whenever possible.*
*Prerequisite: BC 1001 or BC 1002 or the equivalent.*
*3 points. Not offered in 2004–05.*

***MUSI V 3241x–V 3242y***
**Advanced Composition**

Composition in more extended forms. Survey of advanced techniques of contemporary composition. —x: G. Edwards; y: J. Dubiel
*Prerequisite: MUSI V 3310y or permission of the instructor.*
*3 points.*

***MUSI V3244x***
**Tonal Composition**

Training in composing in tonal styles, including: baroque fugues; classical minuets, variations, and sonata-form movements; romantic songs and preludes. —F. Lerdahl
*Prerequisite: MUSI V3321 or the equivalent.*
*3 points*

***MUSI V 3250***
**Introduction to Music Cognition**

Study of music cognition from the perspective of music theory, with interdisciplinary connections to psychoacoustics, theoretical linguistics and cognitive psychology.
*Prerequisite: V 2318–V 2319 or the equivalent.*
*3 points. Not offered in 2004–05.*

***MUSI V 3302***
**Introduction to Set Theory**

A study of the basic principles of set theory through the writings of Schoenberg, Babbitt, Forte, Martino, Lewin, et al. Concepts illustrated with examples from late 19th- and early 20th-century repertoire. —J. Dubiel
*Fulfills the requirement of the 3000-level advanced theory elective. Prerequisite: MUSI V 3322 and either MUSI V 3126 or V 3379 or permission of the instructor.*
*3 points.*

***MUSI V 3305***
**Theories of Heinrich Schenker**

An examination of Schenker's concepts of the relation between strict counterpoint and free writing; "prolongation"; the "composing-out" of harmonies; the parallels and distinctions between "foreground," and "background"; and the interaction between composing-out and thematic processes to create "form." —D. E. Cohen
*Prerequisite: MUSI V 3322 or the equivalent.*
*3 points.*

***MUSI V 3310y***
**Techniques of 20th Century Music**

Material, styles, and techniques of 20th-century music. Topics include scales, chords, sets, atonality, serialism, neo-classicism, and rhythm. Assignments include analysis and compositional exercises. —S. Currier
*Prerequisite: MUSI V 3321x completed plus MUSI V 3322 completed or concurrent.*
*3 points.*

***Asian Humanities-Music AHMM V 3320x***
**Introduction to the Music of East Asia and Southeast Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Instructor TBA
*3 points.*

***Asian Humanities-Music AHMM V 3321y***
**Introduction to the Music of India and West Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —A. Fox
*3 points.*

***MUSI V 3330***
**Advanced Counterpoint**

The study of baroque counterpoint in the style of J.S. Bach; general aspects of voice-leading; dances, inventions, canons; expositions of fugues.
*Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 2310, 2311, and 2312.*
*3 points. Not offered in 2004–05.*

*MUSI V 3345*
**Rhythm and Meter**
Analysis of rhythm and meter in selected tonal compositions; applications to performance; study of recent theories of rhythm and meter by selected writers.
*Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.*
*3 points. Not offered in 2004–05.*

*MUSI V 3360y*
**Pre-tonal and Tonal Analysis**
Detailed analysis of selected pre-tonal and tonal compositions. —F. Lerdahl
*Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.*
*3 points.*

*MUSI V 3370*
**Orchestration**
A survey of the techniques of orchestration and instrumentation and their impact upon formal musical structure informed by current knowledge of acoustics and sonic analysis. Analysis of acknowledged masterworks from the literature will be the point of departure for creative projects which will be performed by the university orchestra.
*Prerequisite: Permission of the instructor.*
*3 points. Not offered in 2004–05.*

*MUSI V 3420*
**The Social Science of Music**
An introduction to the field of ethnomusicology in the context of the intellectual history of music scholarship.
*Prerequisite: BC 1001 or BC 1002 or equivalent.*
*3 points. Not offered in 2004–05.*

*MUSI V 3379*
**Twentieth-Century Music**
Introduction to harmonic and contrapuntal techniques of 20th-century music; analysis of selected 20th-century works. This course fulfills the non-tonal course requirement.
*Prerequisite: MUSI V 3321.*
*3 points. Not offered in 2004–05.*

*MUSI V3430*
**Music and nationalism**
Reading knowledge of music is not required. Studies the relationship between music and nationalism, from both aesthetic and political perspectives. The broad historical emergence and development of modern nationalism and related themes of race, gender, globalization, and indigneity, are the explored through musical case studies focusing on Western and non-Western, elite, popular, and folk styles and genres.
*3 points. Not offered 2004-05.*

*MUSI V 3630y*
**Recorded Sound**
Students learn to use the recording studio as an instrument to write, record, and refine musical compositions. —T. Pender
*Prerequisite: Instructor's permission.*
*3 points.*

*MUSI W 3990x, y*
**Senior Project: Research for Music**
Independent study for research and writing. —Staff
*3 points.*

*MUSI V 3991x, y*
**Senior Project: Music Repertory**
Independent study for preparing and performing repertory works to be presented in concert.
—Staff
*3 points.*

*MUSI V 3998x–V 3999y*
**Supervised Independent Study**
A creative/scholarly project conducted under faculty supervision. Approval prior to registration; see department representative for details.
*3 points.*

*MUSI W 4120y*
**Songs of the Troubadours and Trouvères**
Interdisciplinary study of songs of the troubadours and trouvères in their historical context, focusing on textual and musical analysis. Topics include manuscript transmission and performance practice, as well as the debate over the origins of troubadour song and the ideology of courtly love.
—S. Boynton
*Prerequisite: Permission of the instructor.*
*3 points.*

*MUSI W4400*
**Popular Music in Latina America**
Introduction to popular music traditions and styles in 20th century Latin America, including Argentina, Brazil, Chile, Colombia, and Uruguay.
*3 points. Not offered 2004-05.*

*MUSI W 4405*
**Music and Language**
A survey of 20th-century literatures on the music/language relationship. Emphasizes semiotic and social-scientific paradigms.
*Prerequisite: Music majors, MUSI V 3420 or permission of the instructor.*
*3 points. Not offered in 2004–05.*

*MUSI W4460*
**Musics of Oceania**
Case studies from Australia and the islands of Micronesia, Polynesia, and Melanesia, with an emphasis on the social and aesthetic dimensions of music performance. Styles to be surveyed range from indigenous ceremonial musics to contemporary Pacific country, rock, reggae, and hip-hop.
*Prerequisite: MUSI W1123 or equivalent or instructor's permission.*
*3 points. Not offered in 2004–05.*

*MUSI 4505*
**Jazz Arranging and Composition**
Course designed to train students to arrange and compose in variety of historical jazz styles, including swing, bebop, hard bop, modal, fusion, Latin, and free jazz.
*Prerequisite: MUSI V2318 and V2319 or the equivalent.*
*3 points. Not offered 2004-05*

*MUSI W 4513*
**The Aesthetics of Film Music**
Interdisciplinary study of music in fiction film (ca. 1940–1990), organized thematically, with particular emphasis on questions of perception, music, and narrative, and the aesthetic status of film music. Films analyzed will include, among others, classics of American cinema; works by such European authors as Fellini, Bergman, and Godard; and recent Asian films by Im Kwon-Taek, Wong Kar-wai, and Hou Hsiao-hsien.
*Prerequisite: Permission of the instructor.*
*3 points. Not offered in 2004–05.*

*MUSI W 4515y*
**Conducting Music of Our Time**
Analysis of the modern repertory of contemporary music, with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication and transference of musical ideas. Topics include theoretical writing on 20th century conducting, orchestration, and phrasing. —J. Milarsky
*Prerequisite: Advanced music majors and extensive contemporary music background.*
*3 points.*

*MUSI W 4525x*
**Instrumentation**
Analysis of instrumentation, with directional emphasis on usage, ranges, playing techniques, tone colors, characteristics, interaction and tendencies, all derived from the classic orchestral repertoire. Topics include theoretical writings on the classical repertory as well as 20th century instrumentation and its advancement. —J.Milarsky
*Prerequisite: Extensive music background and permission by the instructor.*
*3 points.*

## Performance Activities and Instrumental Instruction

*MUSI V 1580x–V 1581y*
**Collegium Musicum**
An audition to be held during registration period. Please contact the department (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and the baroque periods. Collegium Musicum usually gives one public concert each term. —Instructor TBA
*May be taken for Pass/Fail credit only.*

*MUSI V 1591x–V 1592y*
**University Orchestra**
An audition to be held during registration period, by appointment, at 806 Dodge Hall (x4 6689). Students should bring two short works, or movements of longer works, of different stylistic periods; they will also be asked to read brief orchestral or chamber music excerpts at sight. The orchestra performs throughout the academic year in works spanning all periods of music, including contemporary compositions. Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager. Students who register for orchestra alone will receive 4 points for four semesters and will be charged at the rate of 1 point each semester. Students who register for orchestra and chamber music will receive 4 points for two semesters, and will be charged at the rate of 4 points each semester. —J. Milarsky
*Additional rehearsals in the three weeks preceding each public concert.*
*1 point.*

*MUSI V 1593x–V 1594y*
**Barnard–Columbia Chorus**
Auditions by appointment made at the first class meeting. Students who register for chorus will receive a maximum of 4 points for four or more semesters, and will be charged at the rate of 1 point each semester. Open to all men and women in the University community. Several public concerts are given each season both on and off campus, often with other performing organizations. Sight-singing sessions offered. Repertory includes works from all periods of music literature. —G. Archer
*Audition required. Pass/Fail credit only.*
*1 point.* *TuTh 6:00–8:00*

***MUSI V 1595x–V 1596y***
**Barnard–Columbia Chamber Singers**

A small number of students in the Barnard–Columbia Chorus are chosen to rehearse and perform difficult music in several languages. —G. Archer
*Audition required. Pass/Fail credit only.*
*1 point.* *TuTh 8:00–9:30*

***MUSI V 1598x–1599y***
**Chamber Ensemble**

An audition to be held during registration period by appointment. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257). Students registering for chamber music receive ensemble training with the performance associates listed for MUSI W 1525–W 1526. Student chamber ensembles perform a recital at the conclusion of each semester and are given other opportunities to perform throughout the academic year. —D. Bradley
*May be taken for Pass/Fail credit only.*
*1 point.*

***MUSI V1618x–1619y***
**Columbia University Jazz Ensemble**

An audition to be held during the registration period by appointment. Contact the Music Performance Program for further details (854-1257). A small advanced jazz band. The repertoire covers 1950s hard bop to more adventurous contemporary avant-garde styles. Students are required to compose and arrange for the group under the instructor's supervision.
—C. Washburne, D.Sickler, B. Waltzer

**Please note:** In the instrumental lessons listed below offered on a weekly, individual basis, a course of half-hour lessons earns 1 point of credit, and a course of one-hour lessons earns 2 points of credit.

***MUSI W 1500x–W 1501y***
**Early Instruments**

*Audition required. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257).*
*1 or 2 points.*
*Sec. 1: Keyboards —K. Cooper*
*Sec. 2: Strings —R. Morley*
*Sec. 3: Wind Instruments —M. Newman*

***MUSI W 1509x–W 1510y***
**Organ Instruction**

—M. Monroe
*Permission of the instructor required.*
*1 or 2 points.*

***MUSI W 1513x–W 1514y***
**Introduction to Piano**

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*
*1 point.*

***MUSI W 1515x–W 1516y***
**Elementary Piano Instruction**

*Prerequisite: W 1513–1514 or the equivalent and permission of the instructor.*
*Sec. 1: —N. Østbye; Sec. 2: —M. Skellya*
*1 or 2 points.*

***MUSI W 1517x–W 1518y***
**Keyboard Harmony and Musicianship**

One half-hour private lesson weekly. Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*
*1 point.*

***MUSI W 2515x–W 2516y***
**Intermediate Piano Instruction**

*Prerequisite: W 1515–1516 or the equivalent and permission of the instructor.*
*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida*
*1 or 2 points.*

***MUSI W 3515x–W 3516y***
**Advanced Piano Instruction**

*Prerequisite: W 2515–2516 or the equivalent and permission of the instructor.*
*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly; Sec. 3 —R. Uchida*
*2 points.*

***MUSI W 1525x–W 1526y***
**Instrumental Instruction**

See *Columbia College Bulletin* for section information. Students participating in the orchestra are given precedence when applying for private instrumental instruction.

*Prerequisite: Audition (see under University Orchestra).*
*1 or 2 points.*

FLUTE: D. Fedele, S. Kahn, T. O'Connor, S. Palma-Nidel, S. Rotholz; OBOE: V. Bodner, R. Ingliss; CLARINET: A. Blustine, J. Kopperud, S. Williamson; BASSOON: M. Goldberg, M. Newman; FRENCH HORN: S. Temple; TRUMPET: W. DuMaine, D. Krauss; TROMBONE: D. Hayward; TUBA: D. Braynard; SAXOPHONE: T. Sullivan; DRUM & PERCUSSION: A. Korf, T. Kolor; VIOLIN: A. Ajemian, M. Coid, E. Kieswetter, M. Kim, M. Otani; VIOLA: S. Adams, A. Neu; CELLO: E. Bailen, Y. Bond, M. Shuman, W. Sutter; STRING BASS: J. McCoy, L. McKnight; HARP: J. Han; GUITAR: A. Goni, A. Kampela; JAZZ PIANO: B. Waltzer.

# NEUROSCIENCE AND BEHAVIOR

415 Milbank Hall 854-2069

**www.barnard.edu/psych/neuroscience/NABmajorreq.html**

**Program Director:** Rae Silver

**Program Committee:** Peter Balsam[1] (Psychology), Paul Currie (Psychology), John Glendinning (Biology), Paul Hertz (Biology), Shao-Ying Hua[2] (Biology), Rae Silver (Psychology)

This major provides a strong background in the biological underpinnings of behavior and cognition, and is intended for students who plan to pursue a research career in neuroscience or a related discipline. Students electing this major are exposed to basic courses in Biology and Psychology and to advanced courses in neuroscience and behavior. Majors must choose one of two areas of concentration. The behavior concentration places greater emphasis on behavioral and systems neuroscience, while the cellular concentration places greater emphasis on cellular and molecular neuroscience.

All majors engage in two semesters of independent research during the senior year while taking the Senior Research Seminar. In the junior year, majors must begin developing a plan for the senior research project. There is a meeting for junior majors during the spring semester to begin this process.

Neuroscience and Behavior majors must have completed the introductory courses in Biology, Chemistry, and Psychology by the beginning of their junior year, and maintained at least a B– average in those courses.

As an alternative to the Neuroscience and Behavior major, students may pursue an interdisciplinary program by majoring in either Biology or Psychology and taking a minor in the other discipline. **There are no minors in Neuroscience and Behavior.**

[1] *Absent on leave 2004–05.*
[2] *Absent on leave Spring 2005.*

## Requirements for the Concentrations

(Additional courses may be offered; any courses not listed below must be approved by the Program Director.)

### Behavior Concentration

All of the following required Core Courses:

| | | |
|---|---|---|
| Psychology | BC 1001 | Introduction to Psychology |
| Biology | BC 2001, 2002 | Introductory Biology |
| Biology | BC 2003, 2004 | Introductory Biology Laboratory |
| Psychology | BC 1105 | Psychology of Learning with Laboratory |
| Biology | BC 3280 | Animal Behavior |
| NSBV | BC 3593–BC 3594 | Senior Research and Seminar in Neuroscience & Behavior |

One of the following courses:

| | | |
|---|---|---|
| Biology | BC 3386 | Research Design and Analysis |
| Psychology | BC 1101 | Statistics |

Both of the following courses; one must include the associated laboratory:

| | | |
|---|---|---|
| Psychology | BC 1117 or | Behavioral Neuroscience—lecture with lab |
| | BC 1119 | Behavioral Neuroscience—lecture only |

| | | |
|---|---|---|
| Biology | BC 3362/3363 | Neurobiology lecture/Neurobiology lab |

Two additional courses selected from the following list:

| | | |
|---|---|---|
| Biology | BC 3372 | Population and Community Ecology |
| Biology | BC 3380 | Evolution |
| Biology | BC 3200 | Genetics |
| Biology | BC 3360 | Animal Physiology |
| Biology | BC 3302 | Molecular Biology |
| Biology | BC 3310 | Cell Biology |
| Biology | BC 3364 | Advanced Neurobiology |
| Biology | BC 3590 | Senior Seminar: Neurobiology |
| Psychology | BC 2154 | Hormones and Reproductive Behavior |
| Psychology | BC 3169 | Developmental Psychobiology |
| Psychology | BC 3177 | Psychology of Drug Use and Abuse |
| Psychology | BC 3180 | Neurodevelopmental Processes and Cognitive Behavioral Disorders |
| Psychology | BC 3376 | Infant Development |
| Psychology | BC 3380 | Fundamentals of Neuropsychology |
| Psychology | BC 3383 | Neuropharmacology and Behavior |
| Psychology | BC 4232 | Production and Perception of language |
| Psychology | G 4440 | Topics in Neurobiology and Behavior |

Required Cognate Courses:

| | | |
|---|---|---|
| Chemistry | BC 1601 | General Chemistry with lab |
| Chemistry | BC 3328 | Organic Chemistry I lecture |
| Chemistry | BC 3230 | Organic Chemistry I lab |

**Cellular Concentration**

Required Core Courses:

| | | |
|---|---|---|
| Psychology | BC 1001 | Introduction to Psychology |
| Biology | BC 2001, 2002 | Introductory Biology |
| Biology | BC 2003, 2004 | Introductory Biology Laboratory |
| NSBV | BC 3593–BC 3594 | Senior Research and Seminar in Neuroscience & Behavior |

One of the following courses:

| | | |
|---|---|---|
| Biology | BC 3386 | Research Design and Analysis |
| Psychology | BC 1101 | Statistics |

Both of the following courses; one must include the associated laboratory:

| | | |
|---|---|---|
| Psychology | BC 1117 or | Behavioral Neuroscience—lecture with lab |
| | BC 1119 | Behavioral Neuroscience—lecture only |
| Biology | BC 3362/3363 | Neurobiology lecture/Neurobiology lab |

Both of the following courses; one must include the associated laboratory:

| | | |
|---|---|---|
| Biology | BC 3302/BC 3303 | Molecular Biology lecture/laboratory |
| Biology | BC 3310/BC 3311 | Cell Biology lecture/laboratory |

Two additional courses selected from the following list (at least one must be marked *):

| | | |
|---|---|---|
| Biology | BC 3280 | Animal Behavior* |
| Biology | BC 3200 | Genetics |

| | | |
|---|---|---|
| Biology | BC 3252 | Animal Development |
| Biology | BC 3360 | Animal Physiology |
| Biology | BC 3364 | Advanced Neurobiology |
| Biology | BC 3590 | Senior Seminar: Neurobiology |
| Biology | BC 3590 | Senior Seminar: Molecular Regulation of Intracellular Trafficking |
| Chemistry | BC 3282 | Biological Chemistry |
| Psychology | BC 1107 | Psychology of Learning * |
| Psychology | BC 2154 | Hormones and Reproductive Behavior * |
| Psychology | BC 3383 | Neuropharmacology and Behavior * |
| Psychology | G 4440 | Topics in Neurobiology and Behavior * |

Required Cognate Courses:

| | | |
|---|---|---|
| Chemistry | BC 1601 | General Chemistry with lab |
| Chemistry | BC 3328 | Organic Chemistry I lecture |
| Chemistry | BC 3230 | Organic Chemistry I lab |

# PHILOSOPHY

326 Milbank Hall 854-4689
**www.barnard.edu/philosophy**

**Professors:** Alan Gabbey, Frederick Neuhouser (Chair), Alison Wylie (Women's Studies)

**Associate Professors:** Jeffrey Blustein (Adjunct), Taylor Carman

**Assistant Professors:** Stephanie Beardman, Katalin Makkai[2]

Other officers of the University offering courses in Philosophy:

**Professors:** David Albert[1], Bernard Berofsky, Akeel Bilgrami, Haim Gaifman, Lydia Goehr, Patricia Kitcher, Philip Kitcher, Christopher Peacocke, David Sidorsky

**Associate Professors:** John Collins, Wolfgang Mann[1], Christia Mercer, Thomas Pogge[1], Carol Rovane, Achille Varzi

**Assistant Professors:** Katja Vogt, Jeffrey Helzner

[1]Absent on leave 2004–05.
[2]Absent on leave Autumn term.

The department offers a wide range of courses designed to acquaint the student with traditional and contemporary work in ethics, metaphysics, aesthetics, theory of knowledge, philosophy of science, logic, and the history of philosophy. The courses are designed to facilitate student participation. The student is expected to develop a competence in techniques of conceptual analysis, argument, and the interpretation of texts.

Although it is not required for the major or for the minor, students who have not had previous training in philosophy are advised to take one of PHIL BC 1001–1006. Credit for only one of PHIL BC 1001–1006 will be given for the major or for the minor.

## Requirements for the Major

A major in Philosophy consists of at least 10 courses, as follows:

1. One course on ancient or early medieval philosophy:
   PHIL V 2101 *History of Philosophy I: Pre-Socratics through Augustine*
   PHIL V 3121 *Plato*
   PHIL V 3131 *Aristotle*
2. One course on early modern philosophy:
   PHIL V 2201 *History of Philosophy II: Aquinas through Kant*
   PHIL V 3237 *Early Modern Philosophy*
3. One course in logic:
   PHIL V 3411 *Introduction to Symbolic Logic*
4. One course in moral philosophy:
   PHIL V 3701 *Moral Philosophy*
   PHIL V 3653 *Mind and Morals*
5. One of the following courses:
   PHIL V 4501 *Epistemology*
   PHIL V 3601 *Metaphysics*
6. PHIL BC 3900x. *Senior Seminar*
7. One advanced seminar (above 4000) or PHIL BC 3950x.

8. Three electives, which may include PHIL BC 3951y.

The sequence of courses for the major should be determined in consultation with the major adviser.

## Requirements for the Minor

Five courses constitute a minor in philosophy. The courses must be selected in consultation with the department chair, and only one of PHIL BC 1001–1006 may be counted among the five.

## Courses of Instruction

*PHIL BC 1001–1006*
**Introduction to Philosophy**
*No prerequisites.*
*3 points.*

*PHIL BC 1001*
**What Is Philosophy, Anyway?**
There may not be an answer, but we can discover what makes something philosophical through studying some of the problems that have worried philosophers past and present. —A. Gabbey, S. Beardman
*3 points.*

*PHIL BC 1003*
**Philosophy and Human Existence**
Philosophy and its rootedness in fundamental concerns of human existence. What is goodness? What is the self? What can we know? Is life meaningful or meaningless? —T. Carman
*3 points.*

*PHIL BC 1004*
**Truth, Value, and Knowledge**
Are there many kinds of truth, or just one? Or none? What can we know? Are value judgments true or false? Is inquiry itself guided by values? —Staff
*3 points.*

*PHIL BC 1005*
**Morality, Self, and Society**
How should we, as individuals, live? What would a just society be? Can disputes about moral values be settled by reason? —F. Neuhouser
*3 points.*

*PHIL BC 1006*
**Autonomy and Alienation**
Examination of the individual's relation to society in terms of the ideas of autonomy and alienation. Examines how social circumstances affect our freedom (autonomy) and our vulnerability to self-estrangement (alienation). —F. Neuhouser
*3 points.*

*PHIL V 2101x*
**History of Philosophy I: Pre-Socratics through Augustine**
Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. —K. Vogt
*3 points.*

***PHIL V 2201y***
**History of Philosophy II: Aquinas through Kant**
Exposition and analysis of the positions of the major philosophers from Aquinas through Kant. —P. Kitcher
*3 points.*

***PHIL V 3121y***
**Plato**
Introduction to Plato's philosophy through analysis of characteristic dialogues. —W. Mann
*Prerequisite: One philosophy course or permission of the instructor.*
*3 points.*

***PHIL V 3131y***
**Aristotle**
An introduction to leading concepts and doctrines of Aristotle's philosophy. —W. Mann
*Prerequisite: One philosophy course or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***PHIL V 3237***
**Early Modern Philosophy**
A study of one or more of the major philosophers from the Renaissance through the 18th century. Sample topics: substance and matter; bodies, minds, and spirits; identity and individuation; ideas of God; causation; liberty and necessity; skepticism; philosophy and science; ethical and political issues. Sample philosophers: Descartes, Spinoza, Leibniz, Conway, Locke, Berkely, Hume, Kant. —A. Gabbey
*Prerequisite: One philosophy course or permission of the instructor.*
*3 points.*

***PHIL V 3264y***
**Hegel**
An examination of major themes of Hegel's philosophy, emphasizing his social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in social institutions. Readings from Fichte illuminate how Hegel's thought develops out of Kant's idealism. —F. Neuhouser
*Prerequisite: PHIL V2201 or W 3251*
*3 points.*

***PHIL V 3352y***
**Recent European Philosophy**
Reading and discussion of Heidegger, Sartre, Merleau-Ponty, and Foucault. Topics include the crisis in metaphysics, the question of being, the structure of human existence, subjectivity, motivated irrationality, perception, the body, sociality, art, science, technology, and the disciplinary organization of modern society. —T. Carman
*3 points.*

***PHIL V 3411x, y***
**Introduction to Symbolic Logic**
Sentential and first-order logic; the significance of a formal system and its use for analysis of meaning and language. Technical exercises are combined with analysis and parsing of English texts. A weekly required discussion section in addition to lectures. —A. Varzi, J. Collins
*4 points.*

***PHIL V 3525y***
**Skepticism**
Contemporary and 20th-century responses to skepticism, the view that some of our ordinary claims to knowledge are open to systematic doubt. Representative figures include Heidegger, Austin, Wittgenstein, and Cavell. —K. Makkai
*Prerequisite: One philosophy course or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***PHIL V 3551y***
**Philosophy of Science**

Philosophical problems within science, and about the nature of scientific knowledge, from 17th-20th centuries. Sample problems: space, time, and motion; causes and forces; scientific explanation; theory, law, and hypothesis; induction; verification and falsification; models and analogies; scientific revolutions. —A. Gabbey

*Prerequisite: One philosophy course or permission of the instructor.*

*3 points.*

***PHIL V 3601x***
**Metaphysics**

A systematic treatment of some major metaphysical topics, e.g., necessity, causality, particulars and universals, personal identity. Readings from classical and contemporary authors. —Staff

*3 points.*

***PHIL V 3653x***
**Mind and Morals**

Examination of theories of normative ethics against the background of studies in cognitive and social psychology. How important are empathy, self-knowledge, and cultural norms to determining what is the right thing to do? Topics include moral cognition, the rationality of certain ethical intuitions, and the possibility of altruism. —S. Beardman

*Prerequisite: One philosophy course.*

*3 points. Not offered in 2004–05.*

***PHIL V 3701x***
**Moral Philosophy**

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice. —S. Beardman

*Prerequisite: One philosophy course or permission of the instructor.*

*3 points.*

***PHIL V 3720y***
**Ethics and Medicine**

Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics. —J. Blustein

*Limited enrollment by permission of the instructor. First-day attendance required.*

*3 points.*

***PHIL V 3740x***
**Hermeneutics, History, and the Human Sciences**

An introduction to hermeneutics, understood broadly as a philosophical inquiry into the role of interpretation in our understanding of human phenomena. Compares the hermeneutic approach to the historical conditions of understanding with more recent narrativist theories of history and with Foucault's critique of the human sciences. —T. Carman

*Prerequisite: One philosophy course or permission of the instructor.*

*3 points. Not offered in 2004–05.*

***PHIL V 3353y***
**European Social Philosophy**

A historical survey of European social philosophy from the 18th to the 20th century, with special attention to theories of capitalism and the normative concepts (freedom, alienation, human flourishing) that inform them. A further topic will be the relation between society and the state. Readings from Smith, Hegel, Marx, and Weber. —F. Neuhouser

*Prerequisite: One philosophy course or permission of the instructor.*

*3 points. Not offered in 2004–05.*

***PHIL V 3758y***
**Philosophy of Education**

Drawing on classical and contemporary sources, discussion will focus on the conditions necessary to produce free and responsible citizens of a just and democratic society. Readings from Plato, Rousseau, Dewey, and others. —N. Gill
*3 points.*

***PHIL BC 3900x***
**Senior Seminar**

Intensive study of a philosophical issue or topic, or of a philosopher, group of philosophers, or philosophical school or movement. —S. Beardman
*4 points.*

***PHIL BC 3950x–3951y***
**Senior Essay**

A substantial paper, developing from an Autumn workshop and continuing in the Spring under the direction of an individual adviser. —Staff
*8 points: 4 points (BC 3950x) + 4 points (BC 3951y).*

***PHIL BC 3398***
**Independent Study**

Open to students who wish to pursue a project on an individual basis. The study consists in a combination of readings and papers over one semester under the direction of an appropriate instructor. The project and enrollment for the course are both subject to departmental approval.
*1–3 points.*

***PHIL G 4227y***
**Spinoza**

A close study of the *Ethics* and parts of the *Theologico–Political Treatise* and other writings. Spinoza's Medieval antecedents and his relation to other 17th–century philosophers. —A. Gabbey
*3 points.*

***PHIL G 4605y***
**Rousseau**

A systematic treatment of Rousseau's social-political philosophy and moral psychology as set out in his *Discourse on Inequality*, *Social Contract*, and *Emile*. Topics include: freedom, alienation, self-love, justice, and the social constitution of rationality. —F. Neuhouser
*Prerequisite: Permission of the instructor*
*3 points.*

***PHIL G 4345***
**Aesthetics: Experience and Expression**

The nature and philosophical significance of aesthetic experience, with readings from Kant, Schiller, Schelling, Nietzsche, Heidegger, Merleau-Ponty, and others. Topics include: perception, discernment and taste; evaluation and criticism; genius and creativity; and art as communication of the otherwise inexpressible. —K. Makkai
*Prerequisite: Permission of the instructor*
*3 points.*

***PHIL G 4340y***
**Topics in Phenomenology**

Central issues in phenomenology—for example, intentionality, perception, and embodiment— in Husserl, Sartre, and Merleau-Ponty, and with reference to relevant contemporary literature in philosophy and psychology. —T. Carman
*3 points.* *Not offered in 2004–05.*

***PHIL G 4600y, PHIL G 4601x***
**Philosophical Texts in German, Philosophical Texts in French**
Careful reading and translation of a classic German or French philosophical text to be chosen by the course participants in consultation with the instructor. Emphasis on the special problems of translating philosophical prose. —F. Neuhouser
*Open to students who have the equivalent of two years of college German or French.*
*2 points.*

## Other Offerings

For course descriptions of other undergraduate and appropriate graduate courses taught in the Columbia Philosophy department, see the *Columbia College Bulletin*.

## Courses Offered at Reid Hall in Paris

For additional information about the programs available, consult the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or visit the web site at **www.ce.columbia.edu/paris.**

# PHYSICAL EDUCATION

206 Barnard Hall 854-2085
**www.barnard.edu/physed**

**Senior Associates:** Sharon Everson[1] (Chair), Laura Masone

**Associates:** Tavius Cheatham, Lisa Northrop, George Padilla, Luci Rosalia

**Adjunct Associates:** Allison Foley–Graham, John Lad

[1]Absent on leave Spring 2005.

## Degree Requirement

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year and the requirement must be completed by the end of the junior year. Only one course per semester to count towards fulfilling the requirement. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass/fail based on attendance and participation.

**Health Status:** Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of Health Services or Disability Services.

**Curriculum:** The curriculum is organized and administered by the faculty of the Department of Physical Education. Instruction is offered in the areas of sports, aquatics, fitness, mind/body, and self-paced courses. Courses are designed to promote the development and enjoyment of lifetime motor skills which will afford opportunities to realize one's potential and to provide vigorous exercise to release tensions often generated by strong academic commitments and intense urban life.

**Intramurals:** The Physical Education Department offers an extensive intramural program which features basketball, floor hockey, indoor soccer, tennis, and volleyball. The program offers different levels of competitive play and emphasizes participation in a friendly atmosphere; activities are open to all members of the college community. For more information, contact the Director of Intramurals, 206 Barnard Hall, or call 854-6959.

**Recreation:** Recreational use of the gymnasium, swimming pool, track, and weight room is available at specified times. All students, faculty, and staff are encouraged to use the facilities. In addition, the Physical Education Department sponsors special recreational activities, such as fun runs and sports tournaments, throughout the semester.

**Intercollegiate Athletics:** The Barnard/Columbia Athletic Consortium provides the opportunity for eligible undergraduate women to compete together as members of University-wide athletic teams. Fifteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. Governed by NCAA and Ivy League rules, all teams are Division I. Competition is scheduled with teams from the Ivy League, the metropolitan area, and the eastern region. In addition, students are eligible to qualify for regional and national championships. Physical Education credit may be earned through satisfactory participation on a varsity team.

For more information, contact Merry Ormsby, Associate Director of Athletics, Columbia–Dodge Fitness Center, 854-8373.

**Registration:** Registration takes place at the beginning of each semester. Information

is available in the Physical Education office or on the department's website. Incoming students receive information in their registration packets. After confirming registration with the Physical Education Department, students should include the Physical Education course by number, section, title, and I.D. number on final programs filed with the Registrar.

**Cross Registration:** An agreement between the Department of Physical Education of Barnard College and Columbia College permits limited enrollment of Barnard students in selected Columbia courses. Barnard students must successfully complete one Physical Education course at Barnard before they may elect a Columbia Physical Education course. Columbia College and School of Engineering students may register for designated Barnard courses during Barnard's registration period. Other Columbia University students must receive permission from the Physical Education Department to register before filing their final programs with the Registrar. Registration is not open to graduate students.

# Courses of Instruction

## Aquatic Courses

***PHED BC 1120x, y***
**Beginning Swimming**
Development of confidence and safety skills in the water. Introduction of front crawl, elementary backstroke, and deep water skills. No previous experience required. *Women only.*

***PHED BC 1121x, y***
**Advanced Beginning Swimming**
Review of safety skills, front crawl, and elementary backstroke. Further development of deep water skills. Introduction of breaststroke, sidestroke, and backstroke.

***PHED BC 2122x, y***
**Intermediate Swimming**
Refinement of front/back crawl and backstroke. Further development of breaststroke and sidestroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes.

***PHED BC 2125x, y***
**Aqua Exercise**
Introduction to a variety of water exercises, including aqua jogging, water polo, and aerobics, to increase strength, endurance, and flexibility.

***PHED BC 2129x, y***
**WSI Aide/Water Safety**
Introduction to teaching swimming lessons. Students refine their own strokes and learn to help Water Safety Instructors in teaching American Red Cross swim lessons. Emphasis on community water safety and rescue skills. Leads to American Red Cross certification in WSI Aide or WSI.

***PHED BC 3131x***
**Lifeguard Training**
Preventive life guarding and swimming rescues. Leads to American Red Cross certification in Lifeguard Training, First Aid, and CPR for the Professional Rescuer.
*Swimming test for class admission given during first class meeting.*

## Cardiovascular Courses

***PHED BC 1582x, y***
**Aerobics**
Multi-impact cardiovascular exercise performed to a variety of music. Abdominal exercises and stretching included. All levels.

***PHED BC 1587x, y***
**Step**
Low-impact cardiovascular exercise using a step platform. Abdominal exercises and stretching included. Requires some aerobics experience.

***PHED BC 2581x, y***
**Intermediate/Advanced Aerobics**
Multi-impact aerobics at the intermediate to advanced level set to a variety of music. Choreographed combinations of low/high impact aerobics, strength training, and flexibility exercises are included.

## Mind/Body Courses

***PHED BC 1687x, y***
**Alexander Technique**
Introduction to the principles and practice of Alexander Technique, a process of self-observation, experimentation, and change. Guided by verbal and hands-on cues, students learn to prevent habits of tension that arise when they perform their everyday activities and thereby move with more lightness, ease, and freedom.

***PHED BC 1690x, y***
**Self-Defense**
Introduction to the essentials of street self-defense; physical activities and mental preparation.

***PHED BC 1691x, y***
**T'ai Chi**
Introduction to movement principles of T'ai Chi Ch'uan. Instruction on the beginning postures of the Yang-style form.

***PHED BC 1692x, y***
**Qigong**
Selected health exercises from the Chinese folk tradition, including 18 Liangong, Professor Cheng's Eight Methods, and The Swimming Dragon.

***PHED BC 1693x, y***
**Yoga**
An introduction to Hatha Yoga focusing on the development of the physical body to increase flexibility and strength. Breathing practices and meditation techniques that relax and revitalize the mind and body are included.

***PHED BC 1694x,y***
**Yoga Exercise**
Basic Hatha Yoga postures are combined with body strengthening, relaxation, and breathing techniques. Yoga philosophy, Sanskrit terms, chanting and mediation are not included.

***PHED BC 2694x, y***
**Intermediate Yoga**
Intermediate and advanced Hatha Yoga, with emphasis on increasing muscular endurance and flexibility required to maintain the poses. Breathing practices and meditation techniques are included.

## Muscular Strength/Endurance Courses

***PHED BC 1102x, y***
**Personal Fitness**
An introduction to fitness activities for improvement in muscular strength and endurance, cardiorespiratory fitness, flexibility, and body composition.

*PHED BC 1532x, y*
**Core Strength**
Pilates-based mat class utilizing the "power house" (abdominal, gluteal, hamstring muscles) to develop overall body strength and tone.

*PHED BC 1581x, y*
**Body Sculpting**
Muscle definition exercises using weights and bands for the whole body.

*PHED BC 1585x, y*
**Weight Training**
Introduction to principles of weight training; use of the Universal and Cybex resistance machines and free weights. Programs tailored to individual needs.

## Sports Courses

*PHED BC 1300x, y*
**Fundamentals of Sport**
The development of fundamental motor skills and movement patterns necessary to participate in a variety of sports and activities.

*PHED BC 1350x, y*
**Archery**
Techniques of shooting target archery. Individualized instruction for all levels; selection and care of equipment; safety; intraclass tournaments, and novelty shoots.

*PHED BC 1353x, y*
**Badminton**
An introduction to the basic strokes, rules, etiquette, and strategies of singles and doubles play. Advanced skills and strategies introduced as appropriate.

*PHED BC 1362x, y*
**Golf**
Introduction to the game of golf through a variety of indoor drills to develop all facets of the game. Includes building an effective swing, the "long and short" game, and rules of play. Field trip to Chelsea Piers Driving Range included.

*PHED BC 1364x, y*
**Tennis**
Introduction to the basic groundstrokes, serve, rules, scoring, strategy, and etiquette of singles and doubles play.

*PHED BC 1366x, y*
**Foil Fencing**
Techniques of fencing with the foil. Basic offensive and defensive blade skills as well as fencing etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are included. Introduction to electrical apparatus as time permits.

*PHED BC 1367x,y*
**Foil/Sabre Fencing**
An introductory course presenting the techniques of foil and sabre fencing. Basic offensive and defensive blade skills of both weapons as well as fencing etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are covered.

*PHED BC 1455x, y*
**Basketball**
Emphasis on the development of fundamental skills and sport-specific conditioning; rules, team play, and strategies.

***PHED BC 1465x, y***
**Lacrosse**
Development of the fundamental skills and strategies used in lacrosse; rules, team play, and sport-specific conditioning.

***PHED BC 1470x, y***
**Volleyball**
Development of the fundamental skills and strategies of volleyball. Serving, passing, attacking, blocking, team offense, and defense.

***PHED BC 2366x,y***
**Intermediate Tennis**
Intermediate and advanced tennis strokes and strategy for competitive and recreational play. Students will learn to critically evaluate their own play and learn self-correcting techniques.

## Self-Paced Courses

Self-Paced Courses are individualized workout programs designed for the intermediate exerciser. Students must agree to workout two times per week on non-consecutive days. Students must pass pre/post tests. *No first-year students.*

***PHED BC 2510x, y***
**Self-Paced Weight Training**
Individualized weight room program. *Pretest: 1 RM Bench Press and Leg Press.*
*Prerequisite: PHED BC 1585x, y Weight Training, or permission of the instructor.*

***PHED BC 2512x, y***
**Self-Paced Running**
Indoor/outdoor running. No treadmill. Group runs throughout the semester. *Pretest: 1.5 mile run in 15 minutes.*

***PHED BC 2514x, y***
**Self-Paced Cardio**
Aerobic workouts on Stairmaster, stationary bike, or treadmill. *Pretest: 4.0 miles on a stationary bike in 14 minutes.*

***PHED BC 2516x, y***
**Self-Paced Cycling**
Aerobic workouts on stationary bike. *Pretest: 2.5 miles on a stationary bike in 12 minutes.*

***PHED BC 2518x, y***
**Self-Paced Fitness**
Participation in fitness activities including group and individual exercises. Course includes five components of physical fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. Labs are included throughout the course. *Pretest: none.*
*Prerequisite: Weight Training course in a previous semester at Barnard.*

***PHED BC 2799x, y***
**Independent Study**
Enrollment in a course of instruction not offered by the Barnard or Columbia Physical Education Department. No first-year students are permitted. *Department approval required.*

***PHED BC 3125x, y***
**Self-Paced Lap Swim**
Students develop an individualized swimming program with an instructor. Stroke and turn clinics will be offered throughout the semester. *Pretest: 500 yards (25 pool lengths) in 12 minutes.*

## Dance

See Dance Department (page 161) for course listings. Studio dance courses may be taken to fulfill the Physical Education requirement.

# PHYSICS AND ASTRONOMY

403 Altschul Hall 854-3628
**www.phys.barnard.edu**

**Professor:** Timothy Halpin-Healy (Ann Whitney Olin Professor, Chair)

**Associate Professors:** Laura Kay[1], Reshmi Mukherjee[2]

**Assistant Professor:** Janna Levin

**Lab Director:** Stiliana Antonova

Other officers of the University offering courses listed below:

**Professors:** James Applegate, Norman Christ, Jules Halpern, Sven Hartmann, Tony Heinz, David Helfand, Joseph Patterson, Mal Ruderman, Ed Spiegel, Michael Tuts, Jacqueline van Gorkom, William Zajc

**Associate Professors:** Brian Cole, Janet Conrad, Arlin Crotts, Robert Mawhinney, Frederik Paerels, John Parsons

**Assistant Professors:** Hal Evans, Zoltan Haiman, David Schiminovich, Stefan Westerhoff

**Adjunct Professor:** Morgan May

[1] On leave Spring 2005

[2] On leave Fall 2004

From Aristotle's *Physics* to Newton's *Principia*, the term "physics," taken literally from the Greek φυσις (= Nature), implied natural science in its very broadest sense. Physicists were, in essence, natural philosophers, seeking knowledge of the observable phenomenal world. Astronomy, a sibling science to physics, concentrated specifically on the study of natural phenomena in the heavens with the intent to understand the constitution, relative positions, and motions of the celestial bodies in our universe. Though practitioners of these disciplines have become somewhat more specialized in the past century, the spirit that guides them in their research remains the same as it was more than two millennia ago.

In cooperation with the faculty of the University, Barnard offers a thorough preprofessional curriculum in both physics and astronomy. The faculty represents a wide range of expertise, with special strength and distinction in theoretical physics, condensed matter physics, and observational astrophysics.

Separate majors in physics and astronomy are offered. A major in astrophysics is also possible. Furthermore, there are many special interdisciplinary majors possible, such as biophysics, chemical physics, engineering physics, and mathematical physics. There is a physics minor as well. Students should consult members of the department early on in their undergraduate careers in order to plan the most effective course of study.

Qualified seniors are invited to participate in the seniors honors program, in which they carry out a year-long research project leading to the thesis.

The department offers several quite distinct introductory sequences in physics, only one of which may be taken for credit:

1. PHYS V 1051–2, *General Physics*, is a two-semester introduction to physics intended for liberal arts students. The lectures are given on the Columbia campus and the labs at Barnard. It satisfies the Barnard Laboratory Science requirement. It does not fulfill the premedical requirement or the physics requirement for any major.

2. PHYS V 1201–2, *General Physics,* is satisfactory preparation for medical school and is appropriate for most non-science major premedical students. This course, devoted to algebra-based physics, is taught at Columbia in a large lecture hall setting. It is not recommended as a foundation for more advanced work in the field. PHYS V 1301-2 is similar but uses calculus.
3. PHYS BC 1206–8, *Physics I, II, III,* is Barnard's own three-semester, calculus-based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard women with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard women contemplating a major in physics or astronomy should take PHYS BC 1206–7 in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, *Waves and Optics.*
4. First-year students with exceptional aptitude for physics (as evidenced, for example, by scores of 4 or 5 on the advanced placement C exam) and a good mathematical background may be admitted into the Columbia-taught two-semester sequence PHY C 2801–02 *General Physics,* which replaces all three terms of the sequence for majors. Students inclined toward this sequence are strongly encouraged to consult a Barnard faculty member at the start of the term.

Students unsure about the most appropriate sequence should consult members of the department.

The following courses may be substituted for each other:

PHYS BC 1206 and C 1601 with W 1691
PHYS BC 1207 and C 1602 with W 1692
PHYS BC 1208 and C 2601
ASTR BC 1753–4 and C 1403–4

There is a laboratory fee of $25 for each 1000-level physics course with a laboratory.

## Requirements for the Astronomy Major

The courses required for the major in astronomy are:

| | |
|---|---|
| PHYS BC 1206 | *Physics I: Mechanics* |
| PHYS BC 1207 | *Physics II: Electricity & Magnetism* |
| PHYS BC 1208 | *Physics III: Waves and Optics* |

Students may substitute a Columbia College three-semester calculus-based introductory physics sequence with lab, as in the physics major.

*Calculus through IV is required, with additional work in mathematics recommended.*

Also:

ASTR C 2001, 2002 *Introduction to Astrophysics I, II*

Students who have taken ASTR BC 1753–4 *(Introduction to Astronomy I, II)* or C 1403–4 may substitute an additional 3000-level ASTR course for ASTR C 2001–2.

Finally, students are required to take four 3000-level ASTR or PHYS courses, including at least one of ASTR C 3102 or PHYS W 3003 *Mechanics*, and selected so that at least six total points of 3000-level lecture classes are ASTR courses. Some of the ASTR courses offered in recent years include:

| | |
|---|---|
| ASTR C 3101 | *Stellar Structure and Evolution* |
| ASTR C 3102 | *Extrasolar Planets and Astrobiology* |
| ASTR C 3601 | *General Relativity, Black Holes, and Cosmology* |
| ASTR C 3273 | *High Energy Astrophysics* |

| | |
|---|---|
| ASTR C 3602 | *Physical Cosmology* |
| ASTR C 3646 | *Observational Astronomy* |

Students planning to study astronomy or astrophysics in graduate school are strongly urged to take PHYS BC 3006, W 3003, W 3007–8, G 4023, some additional courses in mathematics, and Computer Science (COMS) W 1003 *Programming in C* or W 1005 *Fortran Programming. Note: When any of the required courses is not being given, the department will recommend appropriate substitutions.*

## Requirements for the Physics Major

The courses required for the major in physics are:

| | |
|---|---|
| PHYS BC 1206 | *Physics I: Mechanics* |
| PHYS BC 1207 | *Physics II: Electricity & Magnetism* |
| PHYS BC 1208 | *Physics III: Waves and Optics* |

In lieu of the above, any three-semester Columbia introductory sequence acceptable for the physics major in Columbia College will do (e.g., PHYS C 1601–2, 2601, taken with PHYS W 1691–3). The accelerated two-semester Columbia College sequence PHYS C 2801–2 is also acceptable.

Calculus through IV is required, with additional work in mathematics recommended; e.g., Math E 1210x, y *Ordinary Differential Equations*, APMA E 3102y *Applied Mathematics II*. The calculus sequence should be completed by the end of the sophomore year.

At the upper level:

| | |
|---|---|
| PHYS W 3003 | *Mechanics* |
| PHYS BC 3006 | *Quantum Physics* |
| PHYS W 3007 | *Electricity and Magnetism* |
| PHYS W 3008 | *Electromagnetic Waves and Optics* |
| PHYS G 4023 | *Statistical Physics* |

are required, and a total of 6.0 points of advanced lab work, preferably PHYS BC 3086 and 3088, taken concurrently with their cognate Columbia lecture courses. Alternately, students may opt for repeated enrollment in PHYS W 3081, Columbia's 1.5 point EKA laboratory, or Barnard's PHYS BC 3082. Finally, the student must take Computer Science W 1003 *Programming in C,* W 1005 *Fortran Programming,* or PHYS W 3083 *Electronics Laboratory.*

Students planning to study physics in graduate school should include several 4000-level electives in their senior year program.

**Astrophysics Majors:** Students wishing to major in astrophysics should consult a member of the department.

## Interdisciplinary Major

Special majors in, for example, biophysics, chemical physics, engineering physics, or mathematical physics are all possible and are arranged in conjunction with the relevant second department at Barnard. A student interested in such possibilities should speak to a faculty member early on (i.e., by late fall of her sophomore year) in order to permit the most effective construction of her program of study and the appropriate petition to be made to the Committee on Programs and Academic Standing. The latter is a straightforward procedure associated with the declaration of all special majors at Barnard.

# Requirements for the Physics Minor

Five courses are required for the minor in physics. They are: any three-semester introductory sequence acceptable for the major (see above); and two 3-point courses at the 3000-level.

# Courses of Instruction

## Astronomy Courses

***ASTR BC 1753x***
**Introduction to Astronomy I: Life in the Universe**
An introduction to astronomy, taught at Barnard, intended primarily for non-science majors. Includes discovery of new planets, the search for life, gravitation and planetary orbits, the physics of the Earth and its atmosphere, and the exploration of the solar system. —L. Kay
*Recommended preparation: A working knowledge of high school algebra. Suggested parallel laboratory course: ASTR C 1903x.*
*3 points. MW 1:10–2:25*

***ASTR BC 1754y***
**Introduction to Astronomy II: Stars, Galaxies, and Cosmology**
The properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. —J. Van Gorkum
*Recommended preparation: A working knowledge of high school algebra. Suggested parallel laboratory course: ASTR C 1904y.*
*3 points. MW 1:10–2:25*

***ASTR C 1903x***
**Earth, Moon, and Planets Laboratory**
This laboratory is for the lecture courses ASTR BC 1753x or ASTR C 1403x. The lecture course must be taken concurrently. —L. Kay
*Corequisite: ASTR BC 1753x or ASTR C 1403x.*
*1 point.*

***ASTR C 1904y***
**Beyond the Solar System Laboratory**
This laboratory is for the lecture courses ASTR BC 1754y and ASTR C 1404y. A lecture course must be taken concurrently. —C. Scharf
*Corequisite: ASTR BC 1754y or ASTR C 1404y.*
*1 point.*

***ASTR C 1403x***
**Earth, Moon, and Planets** (lecture)
The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Life in the solar system and beyond. —J. Applegate
*Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.*
*3 points. TuTh 1:10–2:25*

***ASTR C 1404y***
**Beyond the Solar System**
Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novas and supernovas; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. —J. Applegate
*Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.*
*3 points. TuTh 1:10–2:25*

*ASTR C 1420x*
**Galaxies and Cosmology**
The content, structure, and possible evolution of galaxies. The "21-centimeter line": the song of interstellar hydrogen. Distribution mass, seen and unseen, in galaxies and clusters of galaxies. Distribution of clusters over the sky. Quasars and the nuclei of galaxies. The origin of the universe, and the present controversy over its eventual fate. —F. Paerels
*Prerequisite: Working knowledge of high school algebra.*
*3 points. Not offered in 2004–05.*

*ASTR C 1836x*
**Stars and Atoms**
A study of the life cycles of stars, from their birth in cold gas clouds to their final throes in supernova explosions. The turn-of-the-century revolution in physics: x-rays, radioactivity, the nuclear atom, and the quantum theory. Energy production by nuclear fission and fusion, and its consequences. —P. Helfand
*Recommended preparation: A working knowledge of high school algebra.*
*3 points.*

*ASTR C 2001x*
**Introduction to Astrophysics I**
The first term of a two-term, calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, interacting binary stars. —F. Paerels
*Prerequisite: A working knowledge of calculus. Corequisite: A course in calculus-based general physics.*
*3 points. TuTh 2:40–3:55*

*ASTR C 2002y*
**Introduction to Astrophysics II**
Continuation of ASTR C 2001x. These two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, cosmology. —D. Schiminovich
*Prerequisite: A working knowledge of calculus. Corequisite: A course in calculus-based general physics.*
*3 points. TuTh 2:40–3:55*

*ASTR C 2900y*
**Frontiers of Astrophysics Research**
Several members of the faculty will each offer a brief series of talks providing context for a current research topic in the field and will then present recent results of their ongoing research. Opportunities for future student research collaboration will be offered. Grading is Pass/Fail. —Instructor TBA
*1 point. F 11:00–12:00*

*ASTR C 3101x*
**Stellar Structure and Evolution**
The physics of stellar structure, stellar atmospheres, nucleosynthesis, stellar evolution, interacting binary stars, white dwarfs, and neutron stars. —C.Scharf
*Prerequisite: One year of calculus-based general physics.*
*3 points.*

*ASTR C 3102y*
**Extrasolar Planets and Astrobiology**
Planets and planetary dynamics, detecting extrasolar systems, characteristics of extrasolar planets, astrobiology. —C. Scharf
*3 points. Not offered in 2004–05.*

*ASTR C 3601x*
**General Relativity, Black Holes, and Cosmology**
An introduction to general relativity, Einstein's geometrical theory of gravity. Topics include special relativity, tensor calculus, the Einstein field equations, the Friedmann equations and cosmology, black holes, gravitational lenses and mirages, gravitational radiation, and black hole evaporation. —E. Spiegel
*Prerequisite: One year of calculus-based general physics.*
*3 points. MW 1:10–2:25*

***ASTR C 3602y***
**Physical Cosmology and Extragalactic Astronomy**
The standard hot big bang cosmological model and other modern observational results that test it. Topics include the Friedmann equations, the standard model of particle Physics, the age of the universe, primordial nucleosynthesis, the cosmic microwave background, the extragalactic distance scale, and modern observations. —Z. Haiman
*Prerequisite: One year of calculus-based general physics.*
*3 points. MW 1:10–2:25*

***ASTR C 3646***
**Observational Astronomy**
An introduction to the basic techniques used in obtaining and analyzing astronomical data. Focus on "ground-based" methods at optical, infrared, and radio wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs and at Harriman Observatory. The radio-astronomy portion consists mostly of computer labs, In research projects, students also work on the analysis of data obtained at National Observatories. —A. Crotts
*3 points. Not offered in 2004–05.*

***ASTR C 3273x***
**High Energy Astrophysics**
*Prerequisite: One year of calculus-based general physics. Physics majors could take this course with no previous astronomy background.* —J. Halpern
*3 points.*

***ASTR C 3997x and C 3998y***
**Independent Research**
A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance: a written paper describing the results of the project will be required at its completion. (A two-semester project can be designed so that the grade YC is given after the first term.) Senior majors in Astronomy or Astrophysics wishing to do a Senior Thesis should make arrangements in ***May of their junior year*** and sign up for a total of 6 points over their final two semesters. Both a substantial written document and an oral presentation of thesis results will be required.
*3 points.*

***Astronomy-Physics-Geology C 1234x–1235y***
**The Universal Timekeeper: An Introduction to Scientific Habits of Mind**
An introduction to ideas and models of thought in the physical sciences, adopting as its theme the use of the atom as an imperturbable clock. Lectures develop basic physical ideas behind the structure of the atom and its nucleus and then explore such diverse applications as measuring the age of the Shroud of Turin, determining the diets of ancient civilizations, unraveling the evolution of the universe, and charting the history of earth's climate. Facility with high school algebra is assumed. —D. Helfand
*Prerequisite for C 1235y is C 1234x.*
*3 points. Not offered in 2004–05.*

For description of other astronomy courses, see the *Columbia College Bulletin.*

## Physics Courses

***PHYS V 1051x, 1052y***
**Elementary Physics**
An introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus. —Lecture: H. Evans; Lab: S. Antonova
*No previous background in physics is expected; high school algebra is required. Includes laboratory given by Barnard. Satisfies the Barnard science requirement, but not the physics requirement for admission to medical school.*
*4 points. Lecture: MW 2:40–3:55*

***PHYS BC 1091x, 1092y***
**The Elementary Physics Laboratory**

—S. Antonova
*The laboratory of V 1051, 1052 without the lecture. Students taking C 1001–1002 with BC 1091–1092 are doing the same thing as if they had registered for V 1051–1052 except that they receive separate grades for the lecture and lab.*
*1 point.*

***PHYS V 1201x, 1202y***
**General Physics**

Mechanics, heat, electricity, magnetism, optics, and modern physics. —A. Blaer
*No prerequisite. Non-calculus–based approach. Should be taken with accompanying lab PHYS V 1291x, 1292y. Satisfies requirements for medical school.*
*3 points. MW 11:00–12:15*

***PHYS C 1291x, 1292y***
**General Physics Laboratory**

—M. Tuts
*Laboratory to accompany V 1201, 1202.*
*1 point.*

***PHYS BC 1206x***
**Physics I: Mechanics**

Fundamental laws of mechanics. Kinematics, Newton's laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation. —S. Antonova, Lab: J. Levin
*Corequisite: Calculus I or the equivalent.*
*4.5 points. TuTh 10:30–11:50 Laboratory TBA*

***PHYS BC 1207y***
**Physics II: Electricity and Magnetism**

Charge, electric field, and potential. Gauss's law. Circuits: capacitors and resistors. Magnetism and electromagnetism. Induction and inductance. Alternating currents. Maxwell's equations. —J. Levin
*Prerequisite: Physics BC 1206x or the equivalent. Corequisite: Calculus II.*
*4.5 points. TuTh 10:30–11:50 Laboratory TBA*

***PHYS BC 1208x***
**Physics III: Waves and Optics**

—T. Halpin-Healy
*Prerequisites: Physics BC 1207y or the equivalent. Corequisite: Calculus III.*
*4.5 points.*

***PHYS V 1900y***
**Seminar in Contemporary Physics and Astronomy**

Lectures on current areas of research with discussions of motivation, techniques, and results, as well as difficulties and unsolved problems. Each student submits a written report on one field of active research. —Instructor TBA
*Prerequisite or corequisite: Any 1000-level course in the Physics or Astronomy departments. This course may be repeated for credit only with the instructor's permission.*
*1 point. F 11:00–12:00*

***PHYS C 2801x, 2802y***
**General Physics**

Mechanics, heat, electricity, magnetism, and light. —C. Hailey
*Prerequisite: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation Week.)*
*4 points. TuTh 10:35–12:25; recitation sections Tu 4:00–5:00, Th 4:00–5:00*

***PHYS W 3003x***
**Mechanics**

Newtonian mechanics. Oscillations and resonance. Conservative forces and potential energy. Central forces. Non-inertial frames of reference. Rigid body motion. Introduction to Lagrangian mechanics. Coupled oscillators and normal modes. —M. Shaevitz
*Prerequisites: General physics and integral calculus.*
*3 points. MW 11:00–12:15*

***PHYS BC 3006y***
**Quantum Physics**

Wave-particle duality and the Uncertainty Principle. The Schrödinger equation. Basic principles of the quantum theory. Energy levels in one-dimensional potential wells. The harmonic oscillator, photons, and phonons. Reflection and transmission by one-dimensional potential barriers. Applications to atomic, molecular, and nuclear physics. —R. Mukherjee
*Prerequisite: BC 1208 or C 2016 or the equivalent.*
*3 points. TuTh 1:10–2:25*

***PHYS W 3007y***
**Electricity and Magnetism**

Electrostatics and magnetostatics. Laplace's equation and boundary-value problems. Multipole expansion. Dielectric and magnetic materials. Faraday's law. AC circuits. Maxwell's equations. Lorentz covariance and special relativity. —G. Brooijmans
*Prerequisites: BC 1207 or the equivalent, and differential and integral calculus.*
*3 points. MW 11:00–12:15*

***PHYS W 3008x***
**Electromagnetic Waves and Optics**

Maxwell's equations and electromagnetic potentials. The wave equation. Propagation of plane waves. Reflection and refraction. Geometrical optics. Transmission lines, wave guides, and resonant cavities. Radiation. Interference of waves. Diffraction. —G. Brooijmans
*Prerequisite: W 3007y.*
*3 points. MW 9:35–10:50*

***PHYS W 3081x, y***
**Intermediate Laboratory Work**

The laboratory has available 12 individual experiments, of which two are required for 1.5 points. Each experiment is chosen by the student in consultation with the instructor. Registration in each section is limited by the laboratory capacity. Experiments (classical and modern) cover electricity, optics, and atomic and nuclear physics topics. —M. May
*For junior and senior physics majors. May be repeated for credit by performing different experiments.*
*1.5 points.*

***PHYS BC 3082x***
**Advanced Physics Laboratory**

Barnard College physics laboratory has available a variety of experiments meant to complement 3000-level lecture courses. Each experiment requires substantial preparation, as well as written and oral presentations. Elementary particle experiments: detectors, cosmic ray triggers, muon lifetime. —R. Mukherjee
*1.5 points. Not offered in 2004–05.*

***PHYS W 3083y***
**Electronics Laboratory**

Experiments in solid state electronics, with introductory lectures. —J. Parsons
*Permission of the instructor required. Corequisite: W 3003 or W 3007. Registration is limited to the capacity of the laboratory.*
*2 points. MW 1:10–4:00*

***PHYS V 3086y***
**Quantum Physics Laboratory**
Experiments illustrating phenomenological aspects of the early quantum theory—(i) Hydrogenic Spectra: Balmer Series & Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikan's Determination of h/e; (iii) Franck-Hertz Experiment; and (iv) Electron Diffraction Phenomena. Substantial preparation required, including written and oral presentations, as well as an interest in developing the knack and intuition of an experimental physicist. This course is best taken concurrently with PHYS BC 3006y *Quantum Physics*. —R. Mukherjee
*3 points.*

***PHYS V 3088x***
**Advanced Electromagnetism Laboratory**
Classical electromagnetic wave phenomena via Maxwell's equations, including—(i) Michaelson and Fabry-Perot Interferometry, as well as a thin-film interference and elementary dispersion theory; (ii) Fraunhofer Diffraction (and a bit of Fresnel); (iii) Wireless Telegraphy I: AM Radio Receivers; and (iv) Wireless Telegraphy II: AM Transmitters. Last two labs pay homage to relevant scientific developments in the period 1875–1925, from the discovery of Hertzian waves to the Golden Age of Radio. Complements PHYS W 3008x *Electromagnetic Waves and Optics*. —T. Halpin-Healy
*3 points. Not offered in 2004–05.*

***PHYS V 3500x, y***
**Supervised Readings in Physics**
Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. —Staff
*Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the departmental representative.*
*3 points.*

***PHYS V 3900x, y***
**Supervised Individual Research**
For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete. —Staff
*Permission of the departmental representative required.*
*1 to 5 points a term.*

***PHYS G 4003y***
**Advanced Mechanics**
Lagrange's formulation of mechanics. The calculus of variations and the action principle. Hamilton's formulation of mechanics. Applications to rigid body motion and normal modes. —B. Cole
*Prerequisite: W 3003.*
*3 points. MW 9:35–10:50*

***PHYS G 4021x***
**Quantum Mechanics**
The formulation of quantum mechanics in terms of state vectors and linear operators. Three-dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms. —A. Millis
*Prerequisites: W 3003, W 3007, BC 3006.*
*3 points. TuTh 10:35–11:50*

***PHYS G 4023x***
**Thermal and Statistical Physics**
Thermodynamics, kinetic theory, and statistical mechanics. Energy and entropy. Classical and quantum statistics. Ideal and real gases. Black-body radiation. Chemical equilibrium. Phase transitions. Ferro-magnetism. —W. Zajc
*Prerequisite: BC 3006y.*
*3 points. TuTh 1:10–2:25*

For a description of other courses, see the *Columbia College Bulletin*.

# POLITICAL SCIENCE

417A Lehman Hall

212-854-8422; Fax 212-854-3024
**www.barnard.edu/polisci/**

**Professors:** Dennis G. Dalton, Ester R. Fuchs[2], Richard M. Pious (Adolf S. and Effie E. Ochs Professor and Chair), Paula Franzese (Visiting), Brigitte Nacos (Visiting)

**Professors Emeritus:** Demetrios J. Caraley (Janet H. Robb Professor Emeritus and Research Scholar), Peter H. Juviler (Senior Scholar and Special Lecturer)

**Associate Professors:** Xiaobo Lü, Kimberly J. Marten, Sheri Berman (Visiting)

**Assistant Professors:** Linda J. Beck, Alexander A. Cooley[1], Jeffrey M. Friedman[1], Kimberley S. Johnson[1], Lorraine C. Minnite, Robert Amdur (Adjunct), Heather Foust-Cummings (Visiting), Judith Russell (Visiting), Raymond A. Smith (Visiting)

**Senior Lecturer:** Kathleen Knight

**Departmental Administrator:** Nell Dillon-Ermers

Other officers of the University offering courses listed below:

**Professors:** Brian Barry, Thomas Bernstein, Richard Betts, Lee C. Bollinger, Douglas Chalmers, Jean Cohen, Gerald L. Curtis, Jon Elster, Robert Jervis, David C. Johnston, Mark Kesselman, Helen Milner, Andrew J. Nathan (Chair), Warner Schilling, Robert Shapiro, Jack Snyder

**Associate Professors:** Charles Cameron, Victoria Murillo

**Assistant Professors:** Julie Cooper, Tanisha Fazal, V. Page Fortna, Robert C. Lieberman, Nadia Urbinati, Gregory Wawro

[1]Absent on leave 2004–05.
[2]Absent on leave Autumn term.

Political science analyzes government institutions such as the nation-state and its subnational components (including executive, legislative, judicial, and administrative units), processes such as budgeting, lawmaking, diplomacy, interest representation, and public policies as diverse as the government role in urban areas and the role of international organizations. In comparative politics, two or more nation-states or their subnational units are used to develop generalizations about structures, institutions or behavior, and to understand regional political trends. Political science develops an understanding of leadership behavior involving power, influence, negotiation, and decision-making, as well as mass behavior such as voter choice, citizen competence and social mobilization. It considers fundamental questions of political theory: the rational and moral authority of leaders; the legitimacy and justness of their actions; the relationship of political action to religious, ethical, and legal standards, including the movement to define and enforce human rights, and the balance between freedom and equality.

The major prepares the student to play a leadership or participant role as a citizen in a democratic society, including preparing her to become a public or party official, civil servant, commentator, or civic volunteer. It equips students with a set of skills and core competencies which are vital for advanced professional education and a wide variety of professional careers, including law, business, journalism and communications; and work in philanthropic, public interest, or international development organizations. The major prepares students for advanced graduate study in political science and schools of public affairs and international affairs, which lead to careers in teaching, research, and policy innovation and

analysis. Lecture courses develop student reasoning skills and critical analysis of readings; the small group settings of the advanced colloquia develop research and oral presentation skills; the small-group or tutorial approaches used in the senior seminars provide a structured setting for learning to prepare a significant research project. Elective courses emphasize other competencies, including survey research and quantitative analysis of data in parties and elections courses; cost-benefit, decision-tree and other risk-management methodologies in decision-making courses; negotiation skills and game simulations in decision-making and international affairs courses; legal research in constitutional law and civil liberties courses; and field research in urban studies courses. The department encourages students to develop their skills in external internships and campus organizations, and many courses integrate student experiences in discussions and research projects.

Students interested in public careers should inquire about the five-year joint-degree programs at Columbia University's School of International and Public Affairs. These include the Graduate Program in Public Policy and Administration (MPA) and the Master of International Affairs Program (MIA).

## Requirements for the Major

Effective September 2004, a student majoring in Political Science is required to take a minimum of ten semester courses from the department's listed offerings, including:

A. Three of the following introductory courses:

| | |
|---|---|
| Political Science BC 1001 | *Dynamics of American Politics* |
| Political Science BC 1013 | *Political Theory* |
| Political Science V 1501 | *Comparative Politics* |
| Political Science V 1601 | *International Politics* |

B. Two colloquia or other courses requiring a research paper from among those courses designated by an asterisk (*).

C. Two semesters of research seminar for the senior essay: POLS BC 3761x-3762y, taken in the senior year. Both majors and concentrators are required to write a senior essay as part of the work for this required two-semester research seminar.

D. Three electives selected in consultation with the major advisor.

*Note: current juniors and seniors, i.e. majors in the Class of 2005 and before, remain subject to the nine-course major requirement and the requirement that of two introductory courses, one be POLS BC 1001.*

The department's requirements are flexibly drawn to permit a major, in consultation with her adviser, to plan an overall program that, while providing some background in various areas of government and politics, can place special emphasis on such particular interests as the American political system (including its urban subsystem), foreign political systems, international relations, or political theory.

Departmental approval must be granted for transfer courses used toward the major. A maximum of three courses may be taken outside the courses listed in this catalogue to count for the major. Within this three-course limit, the following caps apply: two transfer courses; one summer course; two study-abroad courses.

A student granted Advanced Placement (AP) college credit in either American Politics or Comparative Politics with a score of 5 will be exempt from the corresponding required introductory course (POLS BC 1001 or V 1501), after successfully completing one advanced course (3000-level or higher) in either American or Comparative Politics, respectively, listed in the Barnard catalogue. A student granted AP college credit for both American and Comparative Politics with a score of 5 will be exempt from the two corresponding introductory courses, after successfully completing one advanced course each in

American Politics and Comparative Politics listed in the Barnard catalogue. No courses taken in summer school, study abroad programs, or transferred from other institutions satisfy this requirement. AP credit granted by the College does not apply toward completion of the ten-course major or five-course minor requirements in Political Science.

## Requirements for Urban Studies Majors with Political Science Specialization

A student majoring in Urban Studies with a specialization in Political Science is required to take a minimum of five semester courses, including:

| | |
|---|---|
| POLS BC 1001 | *Dynamics of American Politics* |
| POLS V 3313 | *American Urban Politics* |

Three from the following courses:

| | |
|---|---|
| POLS BC 3230 | *Political Economy of Regionalism in the U.S.* |
| POLS W 3245 | *Race and Ethnicity in American Politics* |
| POLS BC 3300 | *Colloquium on Political Participation and Democracy* |
| POLS BC 3305 | *Colloquium on the Politics of Urban and Social Policy* |
| POLS BC 3322 | *The American Congress* |
| POLS BC 3327 | *Colloquium on the Content of American Politics* |
| POLS BC 3333 | *Colloquium on Policy Analysis* |
| POLS BC 3335 | *Mass Media and American Democracy* |
| POLS BC 3433 | *Colloquium on Democratic Political Theory and Ethics* |
| POLS W 4311 | *American Parties and Elections* |

## Requirements for the Minor

A student minoring in Political Science is required to take a minimum of five semester courses (at least three points each), including one introductory course. At least four of these five courses must be from listed offerings in this section of the Barnard Catalogue. AP credit may not be used to satisfy this requirement.

## Courses of Instruction

In addition to Barnard offerings, the following list includes the titles and instructors of selected Columbia offerings for this academic year. For detailed descriptions of these courses, see the *Columbia College Bulletin*.

### Introductory Courses

***POLS BC 1001x, y***
**Dynamics of American Politics**
Examination of the dynamics of the American political system at the national level, including political participation elections, political parties, and national political institutions: the Presidency, the Congress, and the Judiciary. —x: R. Pious, R. Smith; y: R. Smith
*POLS W 1201 at Columbia does not satisfy the major or minor requirement. Limited enrollment.*
*3 points.*

***POLS BC 1013x, 1014y***
**Political Theory I, II**

Major texts of political theory from Plato to the present. Emphasis on comparison of basic concepts such as those of human nature and the ideal society, freedom and authority, equality and leadership, methods of creating change. —x,y: D. Dalton

*POLS BC 1013 is a prerequisite for BC 1014. No credit is given for BC 1014 unless BC 1013 has been satisfactorily completed. No exceptions will be granted. Enrollment limited to 100, with preference given to first-year students and sophomores.*

*3 points.*

***POLS V 1501x, y***
**Comparative Politics**

An introduction to major issues and theories in comparative politics, democratization, and human rights. —x: D. Chalmers; y: L. Beck

*3 points. Required discussion section: POLS V 1511.*

***POLS V 1601x, y***
**International Politics**

Setting and dynamics of global politics; application of theories of international relations to selected historical and contemporary problems. —x: K. Marten, P. Fortna; y: R. Jervis

*3 points. Required discussion section: POLS V 1611.*

## Lecture Courses

Unless otherwise specified, these courses do not have limits on class size. Lectures are the primary mechanism of instruction; see individual course descriptions for information on discussion sections.

### American Government and Politics

***POLS V 3313x***
**American Urban Politics**

Patterns of government and politics in America's large cities and suburbs. Urban socioeconomic environment; influence of party leaders, local officials, and social and economic notables; racial, ethnic, and other interest groups; the press, the general public, and federal and state governments; the impact of urban government on ghetto and other urban problems. —J. Russell

*3 points.*

***POLS BC 3335y***
**Mass Media and American Democracy**

An examination of the structure of the mass media in the United States and their impact on the political and social beliefs, opinions, and behaviors of both the mass public and political elites. Particular attention will be paid to the tension that forms between the potential for an informed citizenry and the potential for a manipulated public. —K. Knight

*Prerequisite: POLS BC 1001 or the equivalent. Not open to students who have taken POLS W 4220. For information on POLS BC 3336 Workshop in Mass Media and Politics, see below under* SYMPOSIA.

*3 points.*

***POLS W 4311x***
**American Parties and Elections**

The changing role of political parties and elections in the American political system. The historical development of party conflict; the structure of party organization at the local and national levels; the roles of party and the media during presidential elections; who votes and why; and the future of American political parties. —E. Fuchs

*Prerequisite: POLS BC 1001 or the equivalent.*

*3 points. Not offered in 2004–05.*

***POLS W 4316x***
**The American Presidency**
Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. —R. Pious
*Prerequisite: POLS BC 1001 or the equivalent.*
*3 points.*

***POLS W 3210x***
**Judicial Politics**
—C. Cameron
*3 points.*

***POLS W 3285x***
**Freedom of Speech and Press**
—L. Bollinger
*3 points.*

***POLS W 4220x***
**Mass Media and American Politics**
—B. Nacos
*Note: not open to students who have taken POLS BC 3335.*
*3 points.*

***POLS W 4226x***
**American Politics & Social Welfare Policy**
—R. Lieberman
*3 points.*

***POLS W 4238x***
**Public Opinion & Political Behavior**
—R. Shapiro
*3 points.*

***POLS W 3230y***
**The Politics of American Policymaking**
—J. Russell
*Prerequisite: POLS BC 1001 or equivalent.*
*3 points.*

***POLS W 3245y***
**Race and Ethnicity in American Politics**
—Instructor TBA
*3 points.*

***POLS W 3260y***
**Latino Political Experience**
—Instructor TBA
*Prerequisite: POLS BC 1001 or equivalent.*
*3 points.*

***POLS W 3322y***
**The American Congress**
—G. Wawro
*Prerequisite: POLS BC 1001 or equivalent.*
*3 points.*

***POLS W 3399y***
**The Supreme Court & American Politics**
—D. Lax
*Prerequisite: Sophomore standing.*
*3 points.*

## Comparative Politics and Foreign Government

***POLS BC 3007y***
**Modern Political Movements**
Causes, structures, and strategies of 20th-century political movements with particular reference to issues of imperialism, nationalism, gender, and race. Case studies of Indian nationalism, Nazism, Bolshevism, and the women's and civil rights movements. —Staff
*3 points. Not offered in 2004–05.*

***POLS V 3620y***
**Contemporary Chinese Politics**
An introduction to some basic aspects and major events in Chinese political life under the communists since 1949, focusing on the post-Mao reform period since 1978. Examination of economic and political development in China in a broader context of global transition from authoritarianism and state socialism. —Instructor TBA
*Prerequisite: POLS V 1501 or POLS BC 3424 or permission of the instructor.*
*3 points.*

***POLS W 4435x***
**Political Corruption and Governance**
A survey of the social science discourse on political corruption in the contemporary world and its relationship to political and economic development. Exploration of questions concerning political corruption—its causes, consequences, patterns, and effective mechanisms to reduce, contain, and eliminate corruption. —X. Lü
*Prerequisite: POLS V 1501 or its equivalent. Additional courses in comparative politics are recommended. Open to undergraduate students with at least sophomore standing and graduate students.*
*3 points. Not offered in 2004–05.*

***POLS W 4496y***
**Contemporary African Politics**
Topics include the transition from colonialism to independence, ethnic and class relations, the state, strategies for development, international influences, and case studies of selected countries. —L. Beck
*Prerequisite: POLS V 1501 or the equivalent or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***POLS W 4430x***
**Political Change in Eastern Europe**
—Instructor TBA
*3 points.*

***POLS W 4461x***
**Latin American Politics**
—Instructor TBA
*Prerequisite: POLS V 1501 or equivalent.*
*3 points.*

***POLS W 4472x***
**Japanese Politics**
—G. Curtis
*3 points.*

***POLS W 3522y***
**Lifecycle of Communist Regimes**
—T. Bernstein
*3 points.*

***POLS W 4445y***
**Politics in the Middle East & North Africa**
—Instructor TBA
*3 points.*

***POLS W 4476y***
**Korean Politics**
—S. Kim
*3 points.*

## International Relations and Foreign Policy

***POLS V 3633x***
**International Political Economy: Theories, Approaches, and Debates**
A survey of the contending theories and approaches to the study of international political economy. Topics covered include: hegemony and stability, international cooperation, economic statecraft and sanctions, domestic actors and lobbyists, development and dependency, post-Communist reforms, and globalization. —A. Cooley
*Prerequisite: POLS V 1601 or the equivalent; an introductory course in Economics is highly recommended. Not open to students who have taken POLS BC 3800. Limited to 55 students.*
*3 points. Not offered in 2004–05.*

***POLS V 3675y***
**Russia and the West**
An exploration of Russia's ambiguous relationship with the West, focusing on the political, cultural, philosophic, and historical roots of this relationship, as well as its foreign policy consequences. Cases are drawn from tsarist, Soviet, and post-Soviet periods. Special emphasis is placed on issues of political economy and international security. —K. Marten
*Prerequisite: POLS V 1601 or permission of the instructor.*
*3 points. Not offered in 2004–05.*

***POLS W 3631x***
**American Foreign Policy**
***—Instructor TBA***
***3 points.***

***POLS W 4825x***
**Central Issues in American Foreign Policy**
—S. Gottlieb
*3 points.*

***POLS W 4842x***
**Conflict & Conflict Resolution in Middle East**
—Instructor TBA
*3 points.*

***POLS W 4869x***
**Korean Foreign Relations**
—S. Kim
*3 points.*

*POLS W 4895x*
**War, Peace, and Strategy**
—R. Betts
*3 points.*

*POLS W 3619y*
**Nationalism & Contemporary World Politics**
—J. Snyder
*3 points.*

*POLS W 3630y*
**Politics of International Economic Relations**
—C. Pinto
*3 points.*

*POLS W 4808y*
**Weapons, Strategy, and War**
—W. Schilling
*3 points.*

## Political Theory

*POLS W 3020x*
**Democracy & Its Critics**
—N. Urbinati
*3 points.*

*POLS W 4430x*
**Political Change: Evolution & Revolution**
—A. Bozoki
*3 points.*

*POLS W 4628x*
**Philosophy of Social Science**
—J. Elster
*3 points.*

*POLS W 3100y*
**Justice**
—D. Johnston
*3 points.*

*POLS W 4134y*
**Modern Political Thought**
—N. Urbinati
*3 points.*

*POLS W 4610y*
**Recent Continental Political Thought**
—J. Cohen
*3 points.*

## Symposia

Formats of these courses include discussion, and some courses may involve role-playing and game simulations, practicums, workshops, or other instructional methods. See individual course descriptions for limits on class size and enrollment information.

***POLS BC 3336x, y***
**Workshop in Mass Media and Politics**
Students intern at mass media organizations in New York City (newspapers, magazines, television, and radio stations, etc.) while doing readings in media and politics. Reading lists are tailored to specific internships. Students meet every other week with instructor to discuss readings and connect them to internship experiences. Research paper required. —K. Knight
*Junior or senior status. Prearrange internship through the Office of Career Development. Prerequisite or corequisite: POLS BC 3335 or the equivalent. Permission of the instructor required.*
*2 points.*

***POLS W 4321y***
**The Constitutional Law of Presidential-Congressional Relations**
Examination of the constitutional issues involved in presidential-congressional relations, including assertions of presidential emergency powers, control of the administrative agencies, congressional investigations and the independent counsel, and the constitutional law of presidential diplomatic and war powers. —R. Pious
*Prerequisite: POLS BC 1001 or the equivalent.*
*3 points.*

***POLS W 4414y***
**Making Democracy Work**
An examination of problems facing the many new democracies which have emerged since mid-1970, which asks what, if anything, outsiders can do to help. Explores the literature on democratic consolidation, the extent to which factors leading to successful consolidation can be influenced by outside actors, and specific cases of U.S intervention. —S. Berman
*Prerequisite: One course in Comparative Politics. Limited to 30 students.*
*3 points.*

***POLS BC 3012y***
**The United Nations in International Politics**
Examination of the purposes, structures, roles, and achievements of the United Nations, focusing on contemporary issues: peacekeeping, sanctions, humanitarian aid, economic development, and international law. Attention is paid to conflict and cooperation between states in the General Assembly and Security Council, the influence of NGOs, and the operation of the bureaucracy. —K. Marten
*Prerequisite: POLS V 1601. Admission by sign-up with the instructor only. Enrollment limited to 45 students.*
*3 points. Not offered in 2004–05.*

***POLS V 3020y***
**Democracy and Its Critics**
An historical overview and examination of significant philosophical attacks on and defenses of democracy: Plato, Marsilius, Savonarola, Hobbes, Locke, Mill, Lippmann, Schumpeter, Hayek, Dahl, Walzer, Wollheim. —J. M. Friedman
*3 points. Not offered in 2004–05.*

***POLS V 3027y***
**Liberalism, Communitarianism, and the Good**
Close reading of some of the canonical contemporary writers on the relationship between the individual, the community, and the good—Rawls, Nozick, Taylor, Sandel, MacIntyre—and, for some philosophical perspective, Leibniz and Weber. —J. M. Friedman
*3 points. Not offered in 2004–05.*

*POLS BC 3200y*
**American Political Development, 1789–1980**
Explores the development of the American political system and its institutions, including Congress and the Presidency. Traces the ways in which institutions shape our political life, and conversely the ways politics change institutions. Examines how historical approaches to American politics can shed light on some of the current dilemmas now facing the American political system. —K. Johnson
*Prerequisite: POLS BC 1001 or the equivalent.*
*3 points. Not offered in 2004–05.*

*POLS BC 3230x*
**The Political Economy of Regionalism in the U.S.**
Examines how political and economic institutions shape patterns of regional and urban development. Focus on the role of national, state and local politics, especially federalism and intergovernmental relations, in explaining how Silicon Valley and Appalachia (or wealthy suburbs and poor inner cities) can exist in the same country. In turn, we examine how varied patterns of development influence politics. —K. Johnson
*Prerequisite: POLS BC 1001 or the equivalent.*
*3 points. Not offered in 2004–05.*

*POLS W 3461x*
**Latin American Politics**
Comparative theoretical and empirical analysis of political development and regime change in the region through close study of the interrelated nature of polity, society, and economy in selected cases. —Staff
*Prerequisite: POLS V 1501, or W 3502, or permission of the instructor.*
*3 points. Not offered in 2004–05.*

*POLS V 3615x*
**Globalization and International Politics**
An exploration of how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis is placed on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics. —A. Cooley
*Prerequisites: POLS V 1601 International Politics. An introductory course in Economics, Political Economy, or International Political Economy is highly recommended. Limited to 55 students.*
*3 points. Not offered in 2004–05.*

*POLS W 4850x*
**Making Markets**
An interdisciplinary, theoretical examination of the politics and debates surrounding post-Communist economic reforms ("transitions") in Eastern Europe and the former Soviet Union. Topics include: socialist legacies, transition strategies, privatization politics, corruption and the "Mafiya," social effects, democratization, and the influence of international actors. —A. Cooley
*Prerequisite: Introductory course in Economics or Political Economy.*
*3 points. Not offered in 2004–05.*

## Human Rights—Political Science

*POLS W 3001x*
**Introduction to Human Rights**
Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan
*3 points.*

## Colloquia

Discussion of readings and development of research skills through completion of a term paper, which constitutes the major piece of written work for the course. Admission to each colloquium is limited to sixteen students. Apply through the Barnard Political Science Department office during the preceding semester's program-planning period. Students are assigned by the Department and not by individual instructors. Majors must complete two colloquia.

***POLS BC 3055x**
**Colloquium on Political Violence And Terrorism**

This colloquium focuses on the most important aspects of domestic and international terrorism in the United States and abroad. Special attention will be paid to the "new" terrorism of the post-Cold War era and to anti- and counter-terrorist measures.—B. Nacos
*Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3100x**
**Colloquium on the Logic of Social-Scientific/Historical Research**

Intended to engender methodological self-awareness among students who might write senior theses requiring empirical research. After undertaking close readings and discussions of great methodological theorists, participants will write research papers and subject them to collective scrutiny grounded in reflecting on the purpose and assumptions behind social-scientific and historical research. —J. M. Friedman
*Prerequisite: Admission by application through the department only.*
*4 points. Not offered in 2004–05.*

***POLS BC 3118y**
**Colloquium on Problems in International Security**

Readings, discussions, and presentations on selected problems in international security. —K. Marten
*Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3119x**
**Colloquium on Islam and Politics**

Examination of how Islam shapes political institutions and attitudes. Analysis of Islam as religious doctrine and political ideology in six Muslim societies. Discussion of transnational issues of Islam and politics, including the status of women in Muslim societies, fundamentalism, and the "Islamic threat" in the post–Cold War era. —L. Beck
*Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.*
*4 points. Not offered in 2004–05.*

***POLS BC 3300y**
**Colloquium on Political Participation and Democracy**

Examination of the role of citizen participation in the development of American democracy. Topics include movements of women, workers, racial minorities and students; community organizing; voting, parties, and electoral laws; and contemporary anti-corporate movements. —L. Minnite
*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3301x**
**Colloquium on Women as Voters, Candidates and Leaders**

Following a brief review of the history of women's status in politics, the role of women as members of the electorate, as candidates, and as elected representatives and leaders in the contemporary United States will be investigated in detail. —K. Knight
*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3302y***
**Colloquium on First Amendment Values**

Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. —P. Franzese

*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3305y***
**Colloquium on the Politics of Urban and Social Policy**

An analysis of the rise and decline of the federal safety net for poor people and poor cities, focusing primarily on the Carter to Clinton administrations. Analysis of the content of policies through the lenses of presidential leadership, party distribution in Congress, and the movement of Americans away from cities. —Staff

*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points. Not offered in 2004–05.*

***POLS BC 3326x***
**Colloquium on Civil Rights and Liberties**

Exploration of some currently evolving civil rights and liberties, primarily through analysis of Supreme Court decisions and pending cases. Topics include race and sex discrimination; sexual harassment; desegregation; affirmative action; freedom of expression, including pornography and "hate speech"; and abortion. —P. Franzese

*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3327x***
**Colloquium on Content of American Politics**

Readings, discussions, and research on contemporary issues in American politics. Specific topics vary each semester, but have included the politics of race, the consequences of federalism, and the politics of the 1960s and its impact on contemporary politics. —R. Smith

*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3331y***
**Colloquium on American Political Decisionmaking**

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. —R. Pious

*Prerequisite: POLS B 1001 or the equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3333y***
**Colloquium on Policy Analysis**

Examination and analysis of the political, economic, historical, and pragmatic factors which shape government employment policy today. Includes critical exploration of the economic assumptions that underpin the government jobs policy and the way we do business; changes in the private sector that impact on the number and the nature of available jobs; and the global business environment in which American business and workers must compete.—J. Russell

*Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3410y***
**Colloquium on Human Rights in a Diverse World**

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. —P. Juviler
*Admission by application through the department only.*
*4 points.*

***POLS BC 3423y***
**Colloquium on Nonviolence**

Nature and dynamics of nonviolent action, especially when it is directed at gaining political and social change. Focus on Mahatma Gandhi's theory and practice of nonviolence in South Africa and India, 1906–1947. Comparison of this example with other instances of nonviolent action in 20th-century America and Europe. —D. Dalton
*Prerequisites: Both POLS BC 1013 and BC 1014. No exceptions will be granted. Admission by application through the department only.*
*4 points.*

***POLS BC 3425y***
**Colloquium on the Politics of Development in East Asia**

Designed to inform students about the politics of development in one of the world's most rapidly growing regions—East Asia (Japan, China, Korea, and Taiwan), focusing on the role of the state in economic development. —Instructor TBA
*Prerequisite: POLS V 1501, V 1601 or the equivalent. Admission by application through the department only.*
*4 points.*

***POLS BC 3433x***
**Colloquium on Democratic Political Theory and Ethics**

An examination of problems and concepts connected with political institutions and political action: democracy, liberty, justice, toleration, disobedience, law and morality. Throughout the course, these problems and concepts will be related to the successes and failures of the American constitutional democracy.—R. Amdur
*Prerequisite: Any one of POLS BC 1001, BC 1013, BC 1014 or the equivalent. Admission by application through the department only.*
*4 points*

***POLS BC 3500x***
**Colloquium on Political Economy of Corruption and Its Control**

A comparative political economy course which addresses some important questions concerning corruption and its control: the concept, causes, patterns, consequences, and control of corruption. Introduces students to and engages them in several key social science debates on the causes and effects of political corruption. —X. Lü
*Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.*
*4 points.*

***POLS BC 3502y***
**Colloquium on Comparative Political Movements**

Readings, discussions, and research on 20th-century political movements—their origins, development, goals, strategies, and ideologies; when they succeed or fail. Case studies include communist, fascist, and nationalist movements, as well as the women's and civil rights movements in the U.S. —Staff
*Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.*
*4 points. Not offered in 2004–05.*

**POLS BC 3800y*
**Colloquium on International Political Economy**
A survey of the major theories and issues that inform the study of international political economy. Topics include: hegemony and stability, international cooperation, economy and security, international trade, money and finance, North-South relations, regional integration, and globalization. —A. Cooley
*Prerequisite: POLS V 1601 or equivalent. Admission by application through the department only. Not open to students who have taken POLS V 3633.*
*4 points. Not offered in 2004–05.*

**POLS BC 3805y*
**Colloquium on International Organization**
An exploration of the various structures, institutions, and processes that order relations among states and/or actors in the international system. Emphasis will be placed on contemporary issues such as dilemmas of humanitarian intervention, the politics of international institutions, the rise of non-governmental organizations, and globalization. —A. Cooley
*Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.*
*4 points. Not offered in 2004–05.*

## Independent Study Option

*POLS BC 3799x, y*
**Independent Study**
Students who wish to do an independent study project should speak to a faculty member willing to serve as sponsor, then fill out a "Request for Approval of Credit for Independent Study" and obtain signatures from the sponsor and chair of the department. File with the Committee on Programs and Academic Standing, which must approve all requests. (Note that no credit is given for an internship or job experience per se, but credit is given for an academic research paper written in conjunction with an internship, subject to procedures outlined above.) Students must consult with the sponsor in advance of filing as to workload and points of credit. A project approved for 3 or 4 points counts as a course for the purpose of the nine-course major or five-course minor requirement. No more than two such 3- or 4-point projects may be used for the major, and no more than one for the minor. An independent study project may not be used to satisfy either the colloquium or senior essay requirements. —Staff

## Quantitative Methods

*POLS BC 3345y*
**Statistical Analysis of Politics and Policy**
Use of the microcomputer, including SPSS and electronic spreadsheets, in analysis of problems in the political process and public policy; practical applications in statistical analysis. —Staff
*Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.*
*4 points. Not offered in 2004–05.*

*Urban Studies URBS BC 3200x*
**Program Evaluation: Methods and Case Studies**
For course description, please see the **Urban Studies** section. —W. McAllister
*Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.*
*3 points.*

*POLS W4360x*
**Mathematical Methods of Political Science**
—M. Ting
*3 points.*

***POLS W 4910x***
**Quantitative Political Research**
—R. Shapiro
*3 points.*

***POLS W 4209y***
**Game Theory & Political Theory**
—M. Ting
*3 points.*

***POLS W 4911y***
**Analysis of Political Data**
—Instructor TBA
*Prerequisite: POLS W 4910 or equivalent.*
*3 points.*

***POLS W 4912y***
**Multivariate Political Analysis**
—Instructor TBA
*Prerequisite: POLS W 4360 and W 4910 or equivalent.*
*3 points.*

## Research Seminars

Admission to particular sections of the research seminar is limited. During Spring pre-registration a student must apply for the section desired. Only the two-semester research seminar BC 3761x–3762y satisfies the senior essay requirement for Barnard Political Science majors.

Group or individual meetings depending on instructor. Course requirements are satisfied through completion of the Senior Essay, a project involving research using primary sources, which may include documents, interviews, field observation, or other data. Admission to each section is limited. Students are admitted by the Barnard Political Science Department and not by individual instructors. Apply through the Department Office during the semester preceding senior standing. Only the two-semester research seminar BC 3761–3762 satisfies the senior essay requirement for Barnard Political Science majors. The senior seminar must be taken for both semesters; there is no single-semester seminar option. (The course numbers for V 3711–3712 were changed to BC 3761–3762 in September 2003.)

***POLS BC 3761x–3762y***
**Research Seminars**
Discussion and conferences on the researching and writing of a senior essay on a topic selected by the student. —Staff
*Prerequisite: A course in the subfield of the proposed essay topic.*
*Prerequisite effective September 2005: A student cannot write a senior essay in a subfield in which she has not successfully completed an introductory course. It is strongly recommended that she has also successfully completed an advanced course in this subfield.*
*4 points. Two semesters.*

**American Government and Politics:**
(Numbers changed from V3711-12 in Sept.2003.)
*Sec.1—L. Minnite* *Sec.9—R. Amdur*
*Sec.2—H. Foust-Cummings* *(Am.Pol. and Theory)*

**International Relations and Foreign Policy:**
*Sec.6—K. Marten* *Sec.7—E. Papagianni*

**Comparative Politics and Foreign Government:**
*Sec. 3—X. Lü* *Sec.5—S. Berman*
*Sec.4—L. Beck*

**Political Theory:**
*Sec.8—D. Dalton* *Sec.9—R. Amdur*

*Note: the following single-semester seminars do not satisfy either the colloquium or senior essay requirements for Barnard Political Science majors, but do count toward the nine-course major and five-course minor requirements. Consult the Columbia department for admission procedures and requirements.*

***POLS W 3911x, 3912y*** *(Columbia)*
**Seminars in Political Theory**
x: J. Cooper; y: B. Barry, J. Cohen
*Prerequisite: POLS W 1201 or BC 1001 and the instructor's permission.*
*4 points.*

***POLS V 3921x, 3922y*** *(Columbia)*
**Seminars in American Politics I, II**
x: K. Knight, Instructors TBA; y: K. Knight, Instructors TBA
*Prerequisite: POLS W 1201 or BC 1001 and the instructor's permission. Usually either term may be taken separately.*
*4 points.*

***POLS W 3951x, 3952y*** *(Columbia)*
**Seminars in Comparative Politics I, II**
x: M. Kesselman, V. Murillo; y: T. Bernstein, L. Bozoki
*Prerequisite: POLS V 1501 and the instructor's permission. Usually either term may be taken separately.*
*4 points.*

***POLS W 3961x, 3962y*** *(Columbia)*
**Seminars in International Politics**
x: R. Betts, B. Farnham, T. Fazal, P. Fortna, H. Milner; y: B. Farnham, C. Pinto
*Prerequisite: POLS V 1601 and the instructor's permission. Usually either term may be taken separately. Each student carries out independent research on a topic approved by the instructor.*
*4 points.*

## Graduate Courses

Certain graduate courses given in the University not listed in this catalogue are open to qualified undergraduate majors with the approval of the department and the major adviser. These courses are described in the bulletins of the Graduate School of Arts and Sciences, the Graduate Program in Public Affairs and Administration, and the School of International and Public Affairs.

## Courses Offered at Reid Hall in Paris

Political Science courses are offered, in French, at Reid Hall in Paris. For course descriptions and additional information, see the Columbia Continuing Education & Special Programs bulletin available in 203 Lewisohn Hall or **www.ce.columbia.edu/paris.**

## Study-Abroad Approvals

The Department and the College require a minimum of six of the nine courses required for the major be fulfilled at Barnard or Columbia. Students should consult with their adviser prior to going abroad to assure that the specific courses the student intends to take are appropriate for major transfer credit. However, final approval cannot be given until the student returns. (Obtain the departmental guidelines for studying abroad from the Department Office or online from the department web site at **http://cedar.barnard.columbia.edu/~polisci/program/abroad.html**.)

# PSYCHOLOGY

415 Milbank Hall

854-2069

**www.barnard.edu/psych**

**Professors:** Peter Balsam[1] (Samuel R. Milbank Professor), Larry B. Heuer, Robert E. Remez, Susan Riemer Sacks, Rae Silver (Helene L. and Mark N. Kaplan Professor)

**Professor Emerita and Senior Scholar:** Lila Ghent Braine

**Associate Professors:** Steven Stroessner (Chair), Barbara Woike

**Assistant Professors:** Paul J. Currie (Departmental Representative), Eshkol Rafaeli, Ann M. Senghas, Lisa K. Son

**Adjunct Professor:** Patricia Kenny

**Adjunct Associate Professors:** Wendy McKenna, Patricia Stokes

**Adjunct Assistant Professors:** William Fifer, Tovah P. Klein (Director of the Toddler Center), Deborah Lawrence, Karen Seeley, Sandra F. Stingle

**Term Associate Professor:** E'mett McCaskill

[1]Absent on leave 2004–05.

Psychology is the study of behavior and experience, from love to aggression, from the first babbling of infants to intellectual creativity, from sexuality to the physiology of taste. Faculty members in Psychology have a wide range of interests, including social and cognitive development, memory, sexual and parental behavior, animal learning, social interplay, the self-concept, and the resolution of conflict.

Common to all areas of psychology is a concern with adequate and appropriate method. The student will encounter many perspectives on psychological evidence and technique through lecture, laboratory, field courses, and other offerings.

Opportunities are available for supervised research, teaching, and field experience. Independent study and the Senior Seminar involve participation in research with a faculty member. The Toddler Center and a course in Field Work in Psychological Services also provide first-hand contact with the study of psychology. The Department also sponsors a Psychology Club.

Psychology as a major concentration is good preparation for many careers. Many students enter graduate school in psychology, neuroscience, education, and professional schools, including medical, law, and business schools. There is no set sequence for a given career goal, but the Department recommends a balance between courses that are directly preparatory and those that establish a broad intellectual foundation.

**Science requirement:** Students desiring to fulfill the science requirement through Psychology are encouraged to take their lab courses in their early years at Barnard, because seniors do not receive priority in lab placements. To ensure exposure to different methods in psychology, the two lab courses must be drawn from different groups. See the description of lab groups under *Requirements for the Major.*

Students should request Department permission for lab courses in April and November for the following semester. Information about Department permission is available in Room 415 Milbank.

A laboratory fee of $30 is charged for each laboratory course: BC 1105, BC 1108, BC 1113, BC 1117, BC 1123, BC 1127 and BC 1136.

Students interested in the Neuroscience and Behavior major should consult page 288.

## Requirements for the Major

The student majoring in Psychology is exposed to the diversity of the discipline through the required core courses and the selection of appropriate electives.

Eight courses in Psychology (of which two must be lab courses) and three courses in related disciplines are required for the major. Six of the eight required Psychology courses must be taken at Barnard College.* Statistics cannot be taken during the summer. Students who have passed the Advanced Placement exam with a score of 4 or 5 can satisfy major requirements (eight courses in Psychology, two labs, three courses in related disciplines) without BC 1001.

Students must take:

| | |
|---|---|
| PSYC BC 1001 | *Introduction to Psychology* (prerequisite for further psychology courses) |
| PSYC BC 1101 | *Statistics* (preferably in the sophomore year) |

Students must take one course from each group, of which two must be laboratory courses:

Group A

| | |
|---|---|
| PSYC BC 1105 or 1107 | *Psychology of Learning* |
| PSYC BC 1113 or 1115 | *Cognitive Psychology* |

Group B

| | |
|---|---|
| PSYC BC 1108 or 1110 | *Perception* |
| PSYC BC 1117 or 1119 | *Behavioral Neuroscience* |

Group C

| | |
|---|---|
| PSYC BC 1123 or 1125 | *Psychology of Personality* |
| PSYC BC 1136 or 1138 | *Social Psychology* |
| PSYC BC 1127 or 1129 | *Developmental Psychology* |

Three additional elective courses are required. Students may take more than one course in each group.

A maximum of two of the following courses may count toward the major: BC 3465, BC 3466, BC 3591, BC 3592, and BC 3599.

The three required courses in related disciplines should be distributed in this manner: one-year course sequence in a science, both semesters accompanied by a three-hour laboratory section (astronomy, biology, chemistry, environmental science, geology, or physics); and one course from the cognate disciplines (anthropology, computer science, economics, linguistics, philosophy, or sociology). Courses to fulfill major requirements outside of Psychology may be taken for a grade of P.

The eight required Psychology courses must be taken for a letter grade. Students must earn a grade of C- or better in all courses used to fulfill the major requirements, including lab science and cognate courses.

Students cannot receive credit for courses taken elsewhere overlapping substantially with courses taken at Barnard. They should consult with the Department regarding Columbia offerings that overlap and should request Departmental approval for any course taken at an unaffiliated institution.

### Senior Requirement

Included among the eight courses required for the major is a Senior Requirement.

Students fulfill the Senior Requirement by completing one of the following courses during their senior year. The course may be taken during the junior year with prior approval by the major advisor and the Departmental Representative of a written petition outlining

**Students who complete an approved Columbia psychology seminar or independent study in their senior year may count this course as one of their six required Barnard courses (see Senior Requirement).*

the rationale for early completion.

(a) BC 3599, Independent Study (3 or 4 points);
(b) BC 3591x, 3592y Senior Research Seminar; or
(c) any 3000-level BC psychology seminar approved by a Psychology Adviser.

Majors may elect to fulfill their Senior Requirement with a Columbia Psychology Department Seminar or Independent Study. Those who elect this option may complete the major with five of the eight required courses at Barnard.

When in doubt, the student should consult with her major adviser, whom she should select when she decides to major in Psychology. The student should select the appropriate adviser by consulting with the Departmental Representative.

## Requirements for the Minor

Five courses are required for the minor, including Psychology BC 1001, BC 1101, and one laboratory course. Two additional electives, excluding Psychology BC 3465–BC 3466, BC 3591–BC 3592, and BC 3599, are required. These electives may be selected from the Psychology Department course offerings.Three of the five psychology courses must be taken at Barnard.

## Courses of Instruction

### Introductory Courses

***PSYC BC 1001x, y***
**Introduction to Psychology**
Introduction to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and brief participation in a current investigation. (An alternative to participation can be arranged at the student's request.) —Staff
*This course is prerequisite for all other psychology courses. Enrollment is limited to 45 students per section. 3 points.*

***PSYC BC 1099x, y***
**Science and Scientists**
Weekly meetings with researchers to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists. —E. Rafaeli
*Recommended for first- and second-year students. Prerequisite: BC 1001 or permission of the instructor. 1 point.*

### CORE COURSES

***PSYC BC 1101x, y***
**Statistics**
Introduction to statistics and its applications to psychological research. Basic theory, conceptual underpinnings, and common statistics. Recitation devoted to discussion of weekly problem assignments. —x: Kenny, Stroessner; y: Kenny, Zahner
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 35 students per section. 4 points.*

***PSYC BC 1105x***
**Psychology of Learning**
Basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. Laboratory consists of experiments analyzing learning and memory in rats and humans. —Staff
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 72 students. Laboratory fee: $30. 4.5 points. Lecture. Laboratory.*

***PSYC BC 1107x***
**Psychology of Learning**

Same as BC 1105, but without the laboratory. —Staff
*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 30 students.*
*3 points.*

***PSYC BC 1108x***
**Perception**

Introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. In the laboratory, students conduct experiments and learn to report their findings. —R. Remez
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: $30.*
*4.5 points. Lecture. Laboratory.*

***PSYC BC 1110x***
**Perception**

Same as BC 1108, but without the laboratory. —R. Remez
*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 15 students.*
*3 points.*

***PSYC BC 1113y***
**Cognitive Psychology**

Selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. The laboratory consists of experiments related to these topics. —L. Son
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: $30.*
*4.5 points Lecture. Laboratory.*

***PSYC BC 1115y***
**Cognitive Psychology**

Same as BC 1113, but without laboratory. —L. Son
*Prerequisite: BC 1001.*
*3 points.*

***PSYC BC 1117y***
**Behavioral Neuroscience**

Introduction to the physiological bases of behavior: organization and function of the nervous system; neural conduction and synaptic transmission. Topics include: the neural bases of sensory and motor systems; ingestive behavior; drug addiction and reward circuits; sexual behavior; sleep and circadian rhythms; neuroplasticity and learning; memory and amnesia; and psychopathology. —P. Currie
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 40 students. Laboratory fee: $30.*
*4.5 points. Lecture. Laboratory.*

***PSYC BC 1119y***
**Behavioral Neuroscience**

Same as BC 1117y, but without laboratory. —P. Currie
*Prerequisite: BC 1001. Enrollment limited to 20 students.*
*3 points.*

***PSYC BC 1123x***
**Psychology of Personality**

Surveys the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. In laboratory, students will participate in all stages of personality research: conceptualizing a personality construct, designing and administering tests, identifying individual differences, and carrying out a study. —B. Woike
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students.*
*4.5 points. Lecture. Laboratory.*

***PSYC BC 1125x***
**Psychology of Personality**

Same as PSYC BC 1123y, but without laboratory. —B. Woike
*Prerequisite: BC 1001 or permission of the instructor.*
*3 points.*

***PSYC BC 1127x, y***
**Developmental Psychology**

Cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Laboratory offers an opportunity for direct observation of children; major areas of research at each level of development are covered. —x: Staff y: A. Senghas
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 44 students. Laboratory fee: $30.*
*4.5 points. Lecture. Laboratory.*

***PSYC BC 1129x, y***
**Developmental Psychology**

Same as BC 1127, but without laboratory. —x: Staff y: A. Senghas
*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 20 students.*
*3 points.*

***PSYC BC 1136y***
**Social Psychology**

A survey of contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed. —Staff
*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students. Laboratory fee: $30.*
*4.5 points. Lecture. Laboratory.*

***PSYC BC 1138y***
**Social Psychology**

Same as BC 1136, but without laboratory. —Staff
*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 25 students.*
*3 points.*

## Middle-Level Courses

***PSYC BC 2134x***
**Educational Psychology**

Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Includes instructional models, motivation, teaching and learning strategies, evaluations, and gender issues. —S. R. Sacks
*Prerequisite: BC 1001 or permission of the instructor.*
*3 points.*

***PSYC BC 2141x, y***
**Abnormal Psychology**

Introduction to the study of deviant and maladaptive behaviors such as childhood disorders, depression, schizophrenia, eating disorders, and mental retardation, focusing on scientific, philosophical, and sociocultural issues in the study of abnormal behavior and the relationship between diagnosis and treatment strategy. —E. Rafaeli

*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 60 students.*
*3 points.*

***PSYC BC 2151y***
**Organizational Psychology**

Introduction to behavior of individuals and small groups in work organizations. Recent theory and research emphasizing both content and research methodology. Motivation and performance, attitudes and job satisfaction, power, influence, authority, leadership, cooperation and conflict, decision making, and communications. —Staff

*Prerequisite: BC 1001. Enrollment limited to 45 students.*
*3 points.*

***PSYC BC 2154y***
**Hormones and Reproductive Behavior**

Biological basis of parental and sexual behavior from a comparative perspective. Complex relations among genetic, hormonal, environmental, and experiential factors in mediating sexual, parental, emotional, and feeding behavior. Aspects of biology and physiology necessary to understand those behavioral processes are covered in class and are not prerequisites. —Staff

*Prerequisite: BC 1001 or Biology BC 1101, 1102. Enrollment limited to 45 students.*
*3 points.*

***PSYC BC 2156y***
**Introduction to Clinical Psychology**

A survey of the historical roots and conceptual models in clinical psychology, aimed at becoming familiar with professional issues in the field, and comparing assessment techniques and therapeutic approaches for their utility, efficacy, and soundness —E. Rafaeli

*Prerequisites: Both BC 1001 and 2141, as well as one of the following: Personality, Human Motivation, or Developmental Psychology.*

***PSYC BC 2158y***
**Human Motivation**

Outlines major theoretical questions and research approaches in human motivation. In particular, it focuses on empirical investigations of motivation in social contexts, emphasizing goal formation, goal conflict, the self, and the influence of nonconscious processes. Motivation for competence, control autonomy, achievement, altruism, and intimacy will also be covered. —B. Woike

*Prerequisite: BC 1001. Enrollment limited to 20 students.*
*4 points.*

## UPPER-LEVEL COURSES

***PSYC BC 3152y***
**Psychological Aspects of Human Sexuality**

A survey and critical evaluation of research investigating psychological, biological, and social factors in human sexual behavior. Topics will include sexuality throughout the life span, sexual dysfunction, and cultural constructions of sexuality. —W. McKenna

*Prerequisite: BC 1001 and two other psychology courses and permission of the instructor. Enrollment limited to 30 students. Preference given to seniors.*
*3 points.*

***PSYC BC 3153x***
**Psychology and Women**

Selected topics examined from diverse perspectives in Western society. Topics include gender differences in cognitive tasks, in social power, and in personality and attitudes; gender and sexism as concepts; sexuality; women's health; violence against women. —L. Braine
*Prerequisite: Four courses in psychology; exceptions made for majors in Women's Studies. Enrollment limited to 20 students.*
*4 points.*

***PSYC BC 3155y***
**Psychology and Law**

A survey of the research of psychology as it relates to the legal process. Among the topics covered are eyewitness identifications, jury decision making, repressed memory, child witnesses, and capital punishment. Each of these problems will be considered from both a theoretical and an applied perspective. —Staff
*Prerequisite: BC 1001, one other psychology course, and permission of the instructor. Enrollment limited to 20 students.*
*4 points.*

***PSYC BC 3162x***
**Introduction to Cultural Psychology**

Challenges to the universalizing assumptions and perspectives of psychology. Drawing on recent theory and research in cultural psychology, an examination of cultural approaches to topics of psychological significance, such as the self, emotion, and gender; and an exploration of potential interdisciplinary collaborations. —K. Seeley
*Prerequisites: BC 1001 and either BC 1123, BC 1125, BC 2141, or permission of the instructor.*
*4 points.*

***PSYC BC 3164y***
**Perception and Language**

Psychological investigations of spoken communication from listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication. —R. Remez
*Prerequisite: BC 1105, BC 1108, BC 1117, BC 1127, BC 1130, or equivalent. Enrollment limited to 20 students.*
*4 points. Not offered in 2004–05.*

***PSYC BC 3165y***
**The Social Self**

Review of the classic and contemporary empirical research pertaining to the self, with an emphasis on the self as a socially-based construct. Focus on the social basis of identity, self-concept, and self-regulation. —S. Stroessner
*Prerequisites: BC 1001 and one other Psychology course. Limited to 20 students.*
*4 points.*

***PSYC BC 3166y***
**Social Conflict**

A survey of the literature on development of social conflict, the motivations and cognitions of individuals in conflict, and the procedures available for resolving conflict. Particular emphasis will be placed on the psychology of fairness and its implications for conflict resolution. —L. Heuer
*Prerequisites: BC 1001 and one additional Psychology course. Enrollment limited to 20 students.*
*4 points.*

***PSYC BC 3177x***
**Psychology of Drug Use and Abuse**

An examination of the biological, psychological, and social factors that lead to drug use and abuse. A

biopsychosocial model will be used to examine the behavioral effects of prescription, "over the counter," and "street" drugs. Treatments, therapies, and theories of addictive behaviors will be explored. —E. McCaskill
*Prerequisite: BC 1001. Enrollment limited to 30 students.*
*3 points.*

***PSYC BC 3180y***
**Neurodevelopmental Processes and Cognitive/Behavioral Disorders**
Explores the evolution of disorders affecting children due to some impairment in the brain or nervous system. Constitutional vulnerabilities demonstrate that nervous system injury varies as a function of neurodevelopmental stage. Disorders to be studied include those impacting language, hearing, vision, movement, mood and emotion, and learning. —E. McCaskill
*Prerequisite: BC 1117/1119, BC 3177, BC 3380, or BIO BC 3362. Limited to 30 students.*
*3 points.*

***PSYC BC 3369x***
**Language Development**
An examination of the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed. —A. Senghas
*Prerequisites: BC 1001, one Psychology laboratory course, one of the following: PSYC W 2240, BC 1127, BC 1129, or LIN BC V 1101, and permission of the instructor. Course limited to 15 students.*
*4 points.*

***PSYC BC 3372x***
**Comparative Cognition**
A review and critical evaluation of current empirical research investigating cognitive processes in both human and non-human species. Topics include comparisons in episodic memory, metacognition, theory of mind, self-awareness, and language abilities. —L. Son
*Prerequisite: BC 1001 and one additional course in psychology.*
*4 points.*

***PSYC BC 3373y***
**Health Psychology**
A consideration of research on the interaction of biological, psychological, and social factors related to health and illness. Issues such as the relationship of stress to illness, methods of coping with illness and improving health, and the relationship between psychological factors and recovery from illness will be discussed. —B. Woike
*Prerequisites: BC 1001 and or equivalent, plus two more psychology courses (preferably BC 1117–19, BC 1136–38, BC 1123–25). Enrollment limited to 15 students. Permission of instructor required.*
*4 points.*

***PSYC BC 3376x,y***
**Infant Development**
Analysis of human development during the fetal period and early infancy. Review of effects of environmental factors on perinatal perceptual, cognitive, sensory-motor, and neurobehavioral capacities, with emphasis on critical conditions involved in both normal and abnormal brain development. Other topics include acute and long term effects of toxic exposures (stress, smoking, and alcohol) during pregnancy, and interaction of genes and the environment in shaping the developing brain of "high-risk" infants, including premature infants and those at risk for Sudden Infant Death Syndrome. —W. Fifer
*Prerequisites: BC 1001 and BC 1127 or BC 1129. Limited to 15 students.*
*4 points.*

*PSYC BC 3379y*
**Psychology of Stereotyping and Prejudice**
Review of current literature from experimental social psychology pertaining to stereotyping and prejudice. Topics include: functions, and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized. —S. Stroessner
*Prerequisites: BC 1001 and permission of the instructor. Enrollment limited to 20 students.*
*4 points. Not offered in 2004–05.*

*PSYC BC 3380x*
**Fundamentals of Neuropsychology**
Exposition of research and theory in neuroscience with an emphasis on the use of neural imaging techniques (EEG, evoked potentials, MEG, PET, fMRI) for exploring sensation, perception, and cognition in the healthy, intact brain. —J. Grose-Fifer
*Prerequisite: BC 1001 and permission of the instructor. Enrollment limited to 20 students.*
*4 points.*

*PSYC BC 3383x*
**Neuropharmacology and Behavior**
Basic principles of the study of drugs that influence the neural systems and induce changes in behavior. Molecular, biochemical and behavioral characterization of psychotropic drugs: stimulants, sedative-hypnotics, anxiolytics, alcohol, hallucinogens, and opiates. Etiology and treatment of psychological and neurological disorders. —P. Currie
*Prerequisites: One of the following: PSYC BC 1117, PSYC BC 1119, BIO BC 3280 and permission of the instructor. Enrollment limited to 20 students.*
*4 points.*

*PSYC G 4232y*
**Production and Perception of Language**
Review of classic and current research on spoken communication. Peripheral transduction, auditory and phonetic analysis, word recognition, phrase formation, formal and informal speech, idiolect, and infant and nonhuman listeners. —R. Remez
*Prerequisite: PSYC W 2240, BC 2160, or BC 3164, or permission of the instructor.*
*4 points.*

## Research and Field Work Courses

*PSYC BC 3465x, 3466y*
**Field Work and Research Seminar: The Barnard Toddler Center**
The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice. —P. Morris
*Prerequisites: BC 1127 or 1129 and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. Enrollment limited to 16 students. This is a two-semester course only.*
*8 points.*

*PSYC BC 3473x*
**Field Work Seminar in Psychological Services and Counseling**
Supervised field work (minimum of 7 hours per week) applying psychological principles to work and treatment in clinical, educational, medical, and other institutional settings. Seminar discussions of theoretical approaches to clinical problems and case materials. —S. Stingle
*Prerequisites: Three psychology courses and permission of the instructor required during program planning the previous Spring. Enrollment limited to 12 students; seniors are given priority.*
*4 points.*

***PSYC BC 3591x, 3592y***
**Senior Research Seminar**

Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination. —R. Silver
*Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor. Prerequisites: BC 1101, a minimum of five other completed psychology courses, and permission of the instructor. This is a year-long course.*
*4 points.*

***NSBV BC 3593x, 3594y***
**Senior Research Seminar: Neuroscience and Behavior**

Same as above, except for Neuroscience and Behavior majors. —R. Silver
*4 points.*

***PSYC BC 3599x, 3599y***
**Individual Projects**

Research projects planned in consultation with members of the department. —Staff
*Open to majors with written permission of the department member who will supervise the project.*
*3 or 4 points.*

# RELIGION

219 Milbank Hall 854-2597
**www.barnard.edu/religion**

**Professors:** Randall Balmer (Chair), John Stratton Hawley (Ann Whitney Olin Professor), Alan Segal (Ingeborg Rennert Professor)

**Associate Professor:** Elizabeth Castelli

**Assistant Professors:** Wendi L. Adamek[3]

**Adjunct Associate Professor:** Celia Deutsch

Other officers of the University offering courses listed below:

**Professors:** Peter Awn, Lucianne Bulliet (Adjunct), David Halivni, Gillian Lindt (Emerita), Robert Pollack (Biological Sciences), Wayne L. Proudfoot[1], Robert Somerville, Robert A. F. Thurman

**Assistant Professors:** Courtney Bender, Joseph Loizzo (Psychiatry), Jonathan Schortz, Naguin Yavari[3]

**Senior Lecturer:** Gary Tubb[3]

[1]Absent on leave Autumn term.
[2]Absent on leave Spring term.
[3]Absent on leave 2004–05.

When major social theorists trained their eye on religion a century or so ago, there was often the sense that it was a dying—or at least decaying—species. Yet the years from then until now seem less to confirm this view than to refute it. Religious institutions, rituals, ideas, and communities remain a vital aspect of human culture and global politics. They are more pressingly in need of being understood now than ever.

The Departments of Religion at Barnard and Columbia marshal an array of academic approaches to the study of religion, representing the depth and diversity of the world's religious traditions, past and present. The category of religion—along with key related terms like belief, spirituality, mystical experience, and ritual—is historically and culturally contingent; many of our courses interrogate these terms and the conditions of their construction. Yet we are committed to engaging "religion," which persists so strongly in common usage and public debate, and is so hard to capture in any related domain or theoretical system.

Morningside Heights provides unique resources for the study of religion. The University's specialized programs and centers, especially its regional institutes, create a context for exploring in depth the linguistic, literary, political, and cultural milieus that bear on particular religious traditions. The new Center for the Study of Science and Religion enriches curricular offerings in that field. Barnard's Center for Research on Women often focuses on issues of ethics and policy where questions of religion and gender are paramount, and Barnard Religion faculty are particularly active in the area. Barnard and Columbia offer intensive language training in the languages of the major religious traditions of the world: Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Persian, Sanskrit and other Indic languages, and Tibetan, among others. The Jewish Theological Seminary of America and Union Theological Seminary, with their world-renowned libraries, are our neighbors. And the city as a whole provides one of the world's best laboratories for the study of religion.

Our program tries to help students discover these resources and use them well. Many courses fulfill the College's general education requirements.

## Requirements for the Major

The department's strengths in comparative study, textual and social analysis, philosophy, theory, and cultural history allow students to balance close study in one area with a broad investigation of the field we name "religion." Working closely with an advisor in the department, majors construct a cluster of five courses that relate to one another in a coherent fashion (#1 below) and support the senior thesis. To complement this depth, they select four courses that lend breadth to their studies in religion (#2). Students considering Religion as a major should contact the chair or a member of the department in their sophomore year to begin planning their programs.

The Religion major requires twelve courses, as follows:

(1) *Major cluster:* five intermediate or advanced courses, including one seminar. As many as two of these courses may come from other departments, and individually supervised research (V 3901–02: Guided Readings) may also be included. This cluster of courses may be organized around a particular tradition or geographic area: Hinduism, Islam, religion in America, etc. Alternatively, students may design clusters that focus on a set of related subjects and concerns, such as religion in New York; religion in theory and practice; religion and culture; religious texts and histories; religion, women, gender; or religion, race, nation, ethnicity.

Yet these are only exemplary. Students are urged to design their own clusters, supplementing departmental listings with religion-related courses posted on the Barnard Religion Department's website as "Religion Related courses" and on the Columbia Religion Department's website as "Related Courses." Several sample majors are posted on the Barnard Religion Department's website.

(2) *Breadth:* four Religion courses—either lecture or seminar—that lend geographical, historical, and/or disciplinary range to a student's program.

(3) One semester of the Juniors' Colloquium (V 3798–99), engaging major theoretical issues in the field.

(4) The two-semester Senior Research Seminar (BC 3997–98), which must be taken in sequence, beginning in autumn and continuing through the spring, and which structures the experience of preparing a senior thesis. Students work together in this seminar to develop, critique, and accomplish their research projects, submitting a formal proposal and partial draft in the fall and completing the research and writing in the spring.

The department encourages study abroad, particularly in summers or in one semester of the junior year, and is eager to help facilitate internships and funded research. These possibilities often contribute very meaningfully to the senior essay project.

## Minors and Combined Majors

A Religion minor comprises five courses, one of which must be a seminar. Students intending to minor in Religion should contact the department chair. Combined majors are offered with the programs in Human Rights and in Jewish Studies.

## Courses of Instruction

Beyond the introductory level, courses are listed in two groups: those that focus on a particular region or tradition, and those that are philosophical, thematic, or comparative in nature. In thinking about potential clusters, students' attention is also drawn to courses about religion that elude these rubrics: those that focus on science, gender, migration, and cross-traditional contacts, among others.

*RELI BC 1801*
**Introduction to Western Religions**
The phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the West. —C. Deutsch
*3 points. Not Offered in 2004–05.*

*RELI BC 1802*
**Self and Society in Asian Religions**
Major motifs in the religions of East and South Asia—Hindu, Buddhist, Confucian, Daoist, Shinto. Focuses on foundational "classics" and on a selection of texts, practices, and political engagements that shape contemporary religious experience in Asia. —W. Adamek
*3 points. Not Offered in 2004–05.*

*RELI V 2005*
**Buddhism: Indo-Tibetan**
A historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India and Tibet. —R. Thurman
*3 points.*

*RELI V 2008*
**Buddhism: East Asian**
An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis is placed on the reading of original treatises and historiographies in translation. Historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism. —Chun-Fand Yu
*3 points.*

*RELI V 2105*
**Christianity**
A survey of Christianity from its beginnings through the Reformation. —R. Somerville
*3 points.*

*RELI V 2205*
**Hinduism**
Considers efforts since 1900 to synthesize a coherent understanding of what "Hinduism" entails, sometimes under the heading of *sanatana dharma*. Using a rubric provided by the *Bhagavad Gita*, explores philosophical/theological (*jnana*), ritual (*karma*), and devotional (*bhakti*) aspects of Hindu life and thought. —J. Hawley
*3 points.*

*RELI V 2305*
**Islam**
Islamic institutions, ideas, and spirituality; their origin and development in formative and classical periods (7th–13th century A.D.); and their continued evolution in a variety of cultural settings. —P. Awn
*3 points. Not offered in 2004–05.*

*RELI V 2405*
**Chinese Religious Traditions**
An historical survey highlighting major developments in Chinese religion: includes selections from the "Warring States" classics, developments in popular Daoism, and an overview of the golden age of Chinese Buddhism. Touches on "Neo-Confucianism," popular literature of the late imperial period, and the impact of Western ideas. —W. Adamek
*3 points. Not offered in 2004–05.*

*RELI V 2415*
**Japanese Religious Traditions**
A study of the development of the Japanese religious tradition in the pre-modern period. Attention given to the thought and practices of Shintoism, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity. —R. Abé
*3 points. Not offered in 2004–05.*

*RELI V 2505*
**Judaism**
A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations. —J. Schorsch
*3 points.*

*RELI V 2800*
**Religion and the Modern World**
This course is designed to familiarize students with the academic study of religion. It draws the attention of students to the field of religious studies as an interdisciplinary and cross-cultural nexus for the study of societies and cultures. – M. Taylor
*3 points*

*RELI V 2820*
**Science and Religion, East and West**
A comparative examination of science and religion in Asian and Western traditions. —J. Loizzo, R. Pollack
*3 points.*

*RELI V 2830*
**Science and Religious Experience**
A continuation to the introduction of the study of science and religion offered in RELI V 2660, "Science and Religion, East and West." It explores the divergence in scientific and religious approaches to human experience by examining the way selected Western and Eastern traditions explicate, interpret and/or cultivate contemplative and meditative states. – Loizzo, Pollack
*3 points*

*RELI V 3015*
**Buddhist Ethics**
An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian. —R. Thurman
*3 points.*

*RELI V 3120*
**Introduction to the New Testament**
An introduction, by critical methods, to the religious history of the Christian movement in the New Testament period.
*3 points.*

*RELI V 3140*
**Early Christianity**

Examination of the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.
*3 points. Not offered in 2004–05.*

*RELI V 3335*
**History of Sufism**

—P. Awn
*3 points. Not offered in 2004–05.*

*RELI V 3410*
**Daoism**

This thematic exploration of Daoist beliefs and practices gives attention to political and individualist philosophies, visionary journeys, spirits and deities, immorality practices, celestial bureaucracy, ritual, and theatre. Also discusses key methodological issues involved in the study of Daoism, such as the problematic distinction between "elite" and "folk" traditions, and the dynamics of sectarianism and syncretism. —W. Adamek
*3 points.*

*RELI V 3501*
**Hebrew Bible**

Introduction to the literature of ancient Israel against the background of the ancient Near East.
—A. Segal
*3 points.*

*RELI V 3502*
**Judaism During the Time of Jesus**

An introduction to the Hellenistic period of Jewish history, with emphasis on sectarian movements and the emergence of rabbinic Judaism and Christianity as the two dominant religions of the West.
—A. Segal
*3 points.*

*RELI V 3520*
**Peshat and Derash in the Jewish Tradition**

The history of rabbinic interpretation throughout the ages, distinguishing between Biblical exegesis and Talmudic exegesis with some reference to both Dead Sea Scrolls and early Christian Biblical expositions. —D. Halivni
*3 points. Not offered in 2004–05.*

*RELI V 3525*
**Law and Lore (Halakha and Aggadah) in the Jewish Tradition**

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature.
—D. Halivni
*3 points.*

*RELI V 3530*
**Jewish Ethics**

Major philosophical issues concerning the nature and basis of Jewish ethics. —D. Shatz
*3 points. Not offered in 2004–05.*

*RELI V 3544*
**Jewish Family Law**
Jewish marriage and inheritance law. A survey of the legal obligations an individual owes, and the privileges he or she receives from being a member of a family. —D. Halivni
*3 points. Not offered in 2004–05.*

*RELI V 3555*
**Development of the Jewish Holidays**
The sources and historical development of Jewish holidays. An attempt to trace historically how the holidays took on their present form and, when feasible, to emphasize the different modes of observances among different groups. —D. Halivni
*3 points.*

*RELI V 3560*
**Jewish Liturgy**
A survey of Jewish liturgy from the Bible to modern times, with occasional forays into Dead Sea prayer. Philosophy and theology for prayer are considered, and, when possible, the social message is emphasized. —D. Halivni
*3 points. Not offered in 2004–05.*

*RELI V 3602*
**Religion and American Culture I**
Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer
*3 points. Not offered in 2004–05.*

*RELI V 3603*
**Religion and American Culture II**
A survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer
*3 points.*

*RELI V 3610*
**Religion and American Film**
An exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class and gender in the formation of American societal institutions (political structures, economy, family, and community organization).
*3 points. Not offered in 2004–05.*

*RELI V 3650x*
**Religion and the Civil Rights Movement**
An examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights. —R. Balmer
*4 points. Not offered in 2004–05.*

*RELI V 3715*
**Issues in Modern Jewish Thought**
A critical exploration of the consequences of the encounter between Judaism and modernity.
*3 points. Not offered in 2004–05.*

*RELI V 3720*
**Religion and Its Critics: 18th- and 19th-Century Religious Thought**
Critics and defenders of religious belief and practice. Readings include Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietsche. —W. Proudfoot
*3 points.*

*RELI V 3730*
**Philosophy of Religion**
Introduction to classical and contemporary issues, including those raised by the comparative study of religion. —W. Proudfoot
*3 points. Not offered in 2004–05.*

*RELI V 3760*
**Animal Rights: Ethical and Religious Foundations**
A critical study of the treatment of animals in modern moral philosophy and in Jewish and Christian thought in order to show that no theory of ethics in either domain can be complete or fully coherent unless the question of animal rights is confronted and satisfactorily resolved. – J. Franklin
*3 points*

*ASRL V 3772y*
**Perspectives on Evil and Suffering in World Religions**
—R. McDermott
*3 points. Not offered in 2004–05.*

*RELI V 3798*
**The Gift and Religion**
Topic this year: theories of "the gift" and gifting practices in Chinese Buddhism. —W. Adamek
*Barnard Religion Majors may use this course to fulfill Junior's Colloquium requirement.*
*4 points. Not offered in 2004–05.*

*RELI V 3799*
**Theory and Method in the Study of Religion**
*An introduction to the comparative study of religion focusing on dominant approaches to the conceptualization, interpretation, and explanation of religious phenomena and on key issues relating to the methodologies appropriate to such investigations. —C. Bender*
*4 points.*

*ENRE BC 3810x, y*
**Literary Approaches to the Bible**
—x: A. Segal; y: P. Ellsberg
*Limited to 20 students.*
*4 points. Not offered in 2004–05.*

*RELI V 3810*
**Millennium: Apocalypse and Utopia**
A study of apocalyptic thinking and practice in the western religious tradition, with focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics.
*3 points. Not offered in 2004–05.*

*RELI V 3840*
**Graeco-Roman Religion**
Survey of the religions of Rome and the Hellenistic East from the late 4th century B.C.E. to the early 4th century C.E. Topics will include myth and ritual, religion and the state, and mystery religions, among others. —E. Castelli
*3 points. Not offered in 2004–05.*

*RELI V 3850*
**Life After Death**
A study of Western ideas of afterlife, concentrating on ancient literature. Readings will include Gilgamesh and other ancient Near Eastern literature, the *Bible*, *The Odyssey*, Plato's *Phaedo*, Apuleius's *The Golden Ass*. —A. Segal
*3 points. Not offered in 2004–05.*

*RELI V 3860*
**Sociology of Religion**
This course is designed to give students to give students tools and concepts with which to understand the social organization of religion in society. We will focus on classical emerging themes in the field, and analyze case studies that relate to them.—C. Bender
*3 points. Not offered in 2004–05.*

*RELI V 3901x, 3902y*
**Guided Reading and Research**
Independent study in the field of religion. —Staff
*3 points.*

*ASRL V 3974y*
**Hindu Goddesses**
—R. McDermott
*Prerequisite: One course in Indian culture or religion, or permission of the instructor.*
*4 points. Not offered in 2004–05.*

*RELI BC 3997x, 3998y*
**Senior Research Seminar**
A working research seminar devoted to helping students produce a substantive piece of writing that will represent the culmination of their work at the College and in the major. —A. Segal
*4 points per term.*

*RELI W 4010*
**Chan/Zen Buddhism**
An historical introduction to Chan/Zen Buddhism: follows the historical development of Chan/Zen, with selections from the Chan classics, some of the high and low points of Japanese Zen, and examples of contemporary Zen writings. —W. Adamek
Suggested preparation: *An Introduction to Buddhism by Peter Harvey (1990).*
*4 points. Not offered in 2004–05.*

*RELI W 4020*
**Religion, Science, and Health in Indo-Tibetan Buddhism**
Modern concepts of religion and science are put in comparative perspective by exploring the history and contributions of Indo-Tibetan Buddhist psychology and medicine. Participants investigate current claims that Buddhism reconciles scientific and religious traditions based on readings in its three historic approaches to mind, body, health, and their recent medical applications. —J. Loizzo
*4 points.*

*RELI W 4030*
**Tibetan Philosophy**
Examination of topics in the religious philosophy of Tibet. —R. Thurman
*4 points. Not offered in 2004–05.*

*RELI W 4060*
**Nonduality in Indo-Tibetan Thought**
—R. Thurman and G. Tubb
*4 points. Not offered in 2004–05.*

*RELI W 4110*
**Asceticism and the Rise of Christianity**
Explores the paradox of renunciation and power in early Christianity. Traces the changing understanding of renunciation from the 1st to the 5th centuries C.E., and the changing languages by which Christians signaled their allegiance to an otherworldly ideal despite increasing involvement in the secular realm. —E. Castelli
*4 points.*

*RELI W 4120*
**Issues of Gender in Ancient and Medieval Christianity**
An exploration of the function of gender in the construction of religious identity across Christianity's formative centuries. Consideration of the different function for male and female religious identity of factors such as the body and its appetites, power and renunciation, and authority and inspiration. —E. Castelli
*4 points.*

*RELI W 4160*
**Gnosis**
Examines the religious and social worlds of ancient Mediterranean gnosis alongside its modern remnants and appropriations. Special attention is paid to scholarly reconstructions of ancient "gnosticism" and to theoretical problems associated with the categories of orthodoxy and heresy in Christian history. Strong emphasis on reading primary sources in translation. —E. Castelli
*Prerequisites: Previous work in biblical studies or early Christianity preferred; permission of instructor. Limited to 20 students.*
*4 points.*

*RELI W 4170*
**History of Christianity: Popes and the Papacy in the Middle Ages**
R. Somerville
*4 points*

*RELI W 4203*
**Krishna**
The study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television. —J. Hawley
*4 points. Not offered in 2004–05.*

*RELI W 4215*
**Hinduism Here**
Historical, theological, social, and ritual dimensions of "lived Hinduism" in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component. —J. Hawley
*4 points.*

*RELI W 4320*
**The Qur'an**
An advanced undergraduate seminar that studies the concept, history, and function of scripture in Islam. In addressing three problematic representations in the Qur'an—idols, prophets, and women—it emphasizes original Qur'anic and exegetical narrative read in translation. —N. Yavari
*4 points.*

*RELI W 4330*
**Seminar on Classical Sufi Texts**
Close study of pivotal texts from the classical periods of Islamic mysticism, including works by Hallaj, Attar, Rumi, Ibn Arabi, and others (all texts in English translation). —P. Awn
*4 points. Not offered in 2004–05.*

*RELI W 4350*
**Orality and Textuality in Islam**
Focuses on the interface between the written and oral traditions in Islam, both in the idealized religion preserved in the texts, as well as its variegated cultural expressions. —N. Yavari
*4 points. Not offered in 2004–05.*

*RELI W 4360*
**The Legal Culture of Islam**
Designed to introduce students to the emergence of legal systems in Islam, the genesis of the shar'ia as divine law, and the impact of secularization and modernity on the functional aspects of Islam. —N. Yavari
*3 points. Not offered in 2004–05.*

*RELI W 4505*
**The Beginnings of Jewish Mysticism**
A study of biblical and Hellenistic foundations for Western mysticism—scriptural visions of God, apocalyptic literature, Graeco-Roman magic, and the merkabah mystical movement in Judaism. —A. Segal
*4 points. Not offered in 2004–05.*

*RELI W 4510*
**The Thought of Maimonides**
Close examination of Maimonides' major ideas, with emphasis on the relationship between law and philosophy; biblical interpretation; the nature of God; creation and providence; human nature; ethics and law; and human perfection. —D. Shatz
*3 points. Not offered in 2004–05.*

*RELI W 4610*
**Science, Nature & Religion in 20th Century America**
An examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology on the religious attitudes and beliefs of 20th-century Americans. —R. Balmer
*4 points. Not offered in 2004–05.*

*RELI W 4620*
**Religious Worlds of New York**
An exploration of religious diversity in New York City with emphasis on the current historical moment. Meetings will focus on the impact of immigrant and migrant cultures on New York's religious landscape and on texts that explore the experiences and histories of religious communities in New York. Students conduct supervised research on and observation of a particular religious site or community. —J. Hawley, C. Bender
*4 points.*

*RELI W 4630*
**African-American Religion**
Survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: The African background and the transmission of African cultures, religion under slavery, independent black churches, religion and race relations, and modern theological movements.
*4 points.*

*RELI W 4640*
**Religion in the American Public Sphere**
An introduction to questions surrounding the relationships between religion and the public sphere in the United States. Approaches topics of civil religion, church-state relations, religious pluralism in the public sphere, and the role of congregations in local communities using sociological theories and methods. —C. Bender
*4 points.*

*RELI W 4650*
**Religion and Region in North America**
An examination of some of the regional variations of religious life in North America, with an emphasis on the interaction of religious communities with their surrounding cultures. —R. Balmer
*Prerequisite: RELI V 3502 or V 3503.*
*4 points. Not offered in 2004–05.*

*RELI W 4660*
**Religious History of New York**

A survey of religious life in New York City, from the English conquest of 1684 through changes to the immigration laws in 1965. —R. Balmer
*4 points. Not offered in 2004–05.*

*RELI W 4670*
**Native American Religions**

Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions. —R. Balmer
Prerequisite: Permission of the instructor. Limited to 20 students.
*4 points. Not offered in 2004–05.*

*RELI W 4710*
**Kant and Kierkegaard**

Examines the relationship between morality and religious faith in the work of Immanuel Kant and Søren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith. —W. Proudfoot
*4 points. Not offered in 2004–05.*

*RELI W 4720*
**Religion and Pragmatism**

W. Proudfoot
*4 points*

*RELI W 4730*
**Exodus & Politics: Religious Narrative as a Source of Revolution**

Examination of the story of the Israelite exodus from Egypt, as it has influenced modern forms of political and social revolution, with emphasis on political philosopher MichaelWalzer. Examination of the variety of contexts this story has been used in: construction of early American identity, African-American religious experience, Latin American liberation ideology, Palestinian nationalism, and religious feminism. – J. Kahn
*4 points*

*RELI W 4810*
**Mysticism**

An introduction to the comparative study of mysticism. Primary texts read against the backdrop of various theories of the nature of mysticism, addressing issues such as the relationship of mysticism and tradition and the function of gender in descriptions of mystical experiences. —C. Deutsch
*4 points. Not offered in 2004–05.*

*RELI W 4824*
**Gender and Religion**

An examination of the categories and intersections of gender and religion in understandings of religious origins, personal identities, religious experience, agency, body images and disciplines, sexuality, race relations, cultural appropriations, and power structures.
*4 points. Not offered in 2004–05.*

*ASRL W 4840*
**Pilgrimage in Asian Practice**

Pilgrimage as an aspect of the lived practice of religion in Asia—especially India and Japan—with an emphasis on non-European conceptions of the religious journey. Special foci: contested sites and geographies, exterior and interior journeys, cosmology and cosmography, replication and transposition, travel and tourism. —J. Hawley and D. Moerman
*4 points. Not offered in 2004–05.*

# SCIENCE AND PUBLIC POLICY

504 Altschul 854-5102

**Professors:** Phillip Ammirato (Biological Sciences), Tim Halpin-Healy (Physics), Peter Juviler (Political Science), Richard Pious (Political Science)

**Associate Professors:** Brian Morton[1] (Biological Sciences), Rajiv Sethi[1] (Economics)

[1]Absent on leave Fall 2004.

As part of the College's mission to prepare scientists, policy-makers, and an educated citizenry for the moral challenges presented by future scientific advances, Barnard offers a unique collection of courses focussing on issues at the frequently volatile intersection point where science, public policy, and societal concerns collide. These courses are interdisciplinary in nature, team-taught by Barnard faculty from a variety of departments, and held in seminar format with limited enrollments, typically juniors and seniors. Recent topics concern ecological vs. financial imperatives in developing Third-World biodiversity, manipulation of the human genome, privacy issues and ethical dilemmas arising from genetic testing, misguided eugenics programs and race science, the Manhattan Project, as well as the Cold War build-up of nuclear arsenals in the United States and former Soviet Union.

***SCPP BC 3333x***
**Genetics, Biodiversity, and Society**

Module I: *Development and Valuation of Plant Genetic Resources.* Science and consequences of plant breeding, biotechnology, and genetic engineering; costs and benefits of maintaining biodiversity; public policy issues and options. Module II: *Genetic Technology and Society.* Human genome project, scientific basis and interpretation of genetic screening; individual choice, social implications, and ethical issues. —P. Ammirato, P. Juviler, B. Morton, R. Sethi
*3 points. Tu Th 2:40–3:55 Offered Autumn 2003.*

***SCPP BC 3334y***
**Science, State Power and Ethics**

A comparative study of science in the service of the State in the United States, Sweden, the Soviet Union, Fascist Italy, and Nazi Germany during pivotal periods in the first half of the 20th century. Topics to be covered include the political and moral consequences of race and population policies based on eugenics, as well as advances in physics that made possible the development of uranium fission and hydrogen fusion atomic bombs. Considers the tensions involved in balancing scientific imperatives, patriotic commitment to the nation-state, and universal moral principles—tensions faced by Robert Oppenheimer, Andrei Sakharov, and Werner Heisenberg, as well as the doctors who ran eugenics programs. Selected readings include: Foucault, Huxley's *Brave New World,* Michael Frayn's play *Copenhagen, Hitler's Uranium Club* by Jeremy Bernstein, Brecht's *Galileo*, John McPhee's *The Curve of Binding Energy,* Richard Rhodes' *The Making of the Atomic Bomb.* —T. Halpin-Healy, R. Pious
*3 points. Tu Th 2:40-3:55 Offered Spring 2005. http://urania.barnard.edu/~mass/3334.html*

***SCPP BC 3335***
**Environmental Literature, Ethics, and Action**

Reviews environmental literature to examine consequences of human interaction with Earth's ecosystem. Module I. *The Individual Relationship of Mankind to Natural World.* Human role in environmental decline. Module II: *The Community: Coming Together for Greater Good.* Key theories of environmental ethics and social justice. Module III: *Environmental Stewardship: Successful Models of Leadership.* Student teams research and create stewardship projects. Science, non-science, fiction, and non-fiction texts. —D. Dittrick, R. Balmer and S. Tjossem.
*Prerequisite: One year of college science*
*Limited to 16*
*4 points*

# SLAVIC

226 Milbank Hall

854-5417

**www.barnard.edu/slavic**

**Professors:** Catharine Nepomnyashchy (Chair), Richard F. Gustafson[1] (Senior Scholar)

**Assistant Professors:** David Goldfarb, Rebecca Stanton

**Senior Associate:** Mara Kashper

Other officers of the University offering courses in Slavic:

**Professors:** Irina Reyfman, Robert L. Belknap (Senior Scholar), Boris Gasparov[1], Robert A. Maguire[1] (Senior Scholar), Frank Miller (Acting Chair), Cathy Popkin[2]

**Associate Professor:** L. Knapp

**Assistant Professor:** Valentina Izmirlieva

**Adjunct Professor:** A. Timberlake

**Lecturers:** Marcela Ehrlich, Anna Frajlich-Zajac, Radmila Gorup, Christopher Harwood, Alla Smyslova

[1]Absent on leave Fall 2004.

[2]Absent on leave 2004-05.

The Slavic Department at Barnard offers instruction in five Slavic languages and literatures, with special emphasis on Russian. The department insists upon a strong foundation in language study, because this best prepares students for future graduate study in the literature, anthropology, sociology, history, economics, or political science of the region, as well as for careers in government, business, journalism, or international law.

The department offers a major and minor program in Russian Language and Literature, Slavic and East European Literature and Culture, Russian Regional Studies, and Slavic and East European Regional Studies, and for this purpose provides an extensive array of courses designed to help the student obtain reasonable fluency in the spoken and written language and a reading ability adequate for interpreting texts of some difficulty in a variety of disciplines. While offering a range of courses designed to give the student a strong general background in Russian and Slavic literature, film, culture, and intellectual history, the department encourages students to supplement their knowledge by taking courses devoted to Russia, the former Soviet Union, and Eastern Europe offered in other disciplines as well. The department co-sponsors and facilitates student participation in region-related extra curricular activities held at the Harriman Institute and the Columbia Slavic Department and also encourages students to take advantage of the rich cultural resources available in New York City.

Entering students should see Professor Frank Miller (708 Hamilton, 854-3941) for a placement examination: a sufficiently high grade will automatically fulfill the lanquage requirement; other students will be placed accordingly. Native speakers of Russian or any Slavic language should consult with the department chair.

The Department is a member of "Dobro Slovo" (The National Slavic Honor Society) and is pleased to induct its qualifying students into the society.

## Requirements for the Major

There are four majors available to students in the department. Prospective students are encouraged to consult with a member of the faculty as early as possible in order to determine the major track and selection of courses that will best serve her background and interests.

### I. Russian Language and Literature:

- Completion of four years of Russian (V 1101–1102, V 1201–1202, V 3331–3332, and V 3443–3444 or the equivalent). Native speakers of Russian who place out of these courses must substitute at least two of the following courses: V 3430 Russian for Heritage Speakers, W 3010 Masterpieces of 19th-Century Russian Literature, or W 3340 Masterpieces of 20th-Century Russian Literature.
- Six courses in Russian literature to include V 3333–3334 Introduction to Russian Literature I and II, V 3220 Literature and Empire: The Reign of the Russian Novel, V 3221 Literary Avant-garde and Revolution: The Century of Russian Modernism, and at least one further course with required reading in Russian. Other Russian Literature courses may be substituted upon consultation with adviser. With permission of adviser one course on Russia offered in a department other than Slavic may be substituted.
- V 3595 Senior Seminar.

### II. Slavic and East European Literature and Culture:

- Completion of the third-year course (or the equivalent) in Czech, Polish, Serbo-Croatian, or Ukrainian language.
- Six courses in literature, theatre or film of the region, potentially including independent study courses.
- Two courses in related fields (history, art history, music, etc.) to include at least one course in the history of the region.
- Two semesters of senior seminar or the equivalent leading to the completion of a senior thesis.

**Note:** A student in this major must design her program in close consultation with her advisor in order to insure intellectual, disciplinary, and regional coherence.

### III. Russian Regional Studies:

- Completion of the four years of Russian (see Russian Language and Literature Major above)
- Two courses in Russian or Soviet literature (in translation or in Russian)
- Two courses in Russian history
- One course on Russia or the Soviet Union in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.)
- One course in Soviet/post-Soviet politics
- Two semesters of a senior research seminar or the equivalent in independent study with research to be conducted predominantly in Russian language sources.

**Note:** In consultation with her advisor, a student may elect to take one or more courses devoted to a region other than Russia that is located on the territory of the former Soviet Union.

### IV. Slavic and East European Regional Studies Major—Czech, Polish, Serbo-Croatian, Ukrainian

Identical to the above, but requires the completion of three years of language study and courses taken in the relevant region.

## Requirements for the Minor

A total of five courses beyond the second year of Russian are required for the minor.

The Slavic Department proposes a new minor to accompany the recently established major in Slavic and East European Literature and Culture, to parallel the comparable minor in Russian Language and Literature.

The major in Slavic and East European Literature and Culture is not an interdisciplinary major, but an umbrella category for students who wish to major in Czech, Polish, Serbo-Croatian, or Ukrainian, which are the non-Russian fields in which the Department has sufficient resources to constitute an undergraduate major. The new minor would enable students to minor in Czech, Polish, Serbo-Croatian, or Ukrainian, as they may currently do in Russian.

The requirements for the Slavic and East European minor would mirror the Russian minor exactly. Currently under "Requirements for the Minor," the catalogue states:

"A total of five courses beyond the second year of Russian are required for the minor."

This would be changed to:

"A total of five courses beyond the second year of Russian are required for the minor in Russian Language and Literature."

And we would add:

"A total of five courses beyond the second year of Czech, Polish, Serbo-Croatian, or Ukrainian are required for the minor in Slavic and East European Literature and Culture."

## Courses of Instruction

### Russian Language

***RUSS V 1101x–1102y***
**First-Year Russian, I and II**

*Grammar, reading, composition, and conversation. —Staff*
*Required: V 1501–V 1502. Homework includes listening to tapes available in the language laboratory. No credit is given for V 1101 unless V 1102 is satisfactorily completed. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class and register concurrently for the grammar lecture V 1501x–1502y. Departmental permission is required.*
*5 points. MTuWThF Sec. 1 10:00–10:50, Sec. 2 11:00–11:50, Sec. 3 12:00–12:50, Sec 4 MTuWTh 6:10–7:25*

***RUSS V 1101y***
**First-Year Russian I**

Equivalent to V 1101x, but given in the Spring term. —Staff
*5 points. MTuWThF 10:00–10:50*

***RUSS V 1102x***
**First-Year Russian II**

Equivalent to V 1102y, but given in the Autumn term. —Staff
*Prerequisite: V 1101 or the equivalent.*
*5 points. MTuWThF 10:00–10:50*

***RUSS V 1501x–1502y***
**First-Year Russian Grammar Lecture I and II**

Required weekly grammar lecture for Russian. Must be taken concurrently with V 1101–V 1102. —Staff
*0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 2:40–3:30*

***RUSS V 1501x***
**First-Year Russian Grammar Lecture I**

Equivalent to V 1501x, but given in the Spring term. —A. Smyslova
*0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 5:10–6:00*

***RUSS V 1502x***
**First-Year Russian Grammar Lecture II**
Equivalent to V 1502y, but given in the Autumn term. —F. Miller
*0 points. TBA*

***RUSS V 1201x–1202y***
**Second-Year Russian I and II**
Reading, composition, grammar review. —Staff
*Prerequisite: V 1102 or the equivalent. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class. Departmental permission required.*
*4 points. MTuWThF Sec. 1 12:00–12:50, Sec. 2 1:10–2:00, Sec. 3 MTuWTh 6:10–7:25*

***RUSS V 1201y***
**Second-Year Russian I**
Equivalent to V 1201x, but given in the Spring term. —Staff
*Prerequisite: V 1102 or the equivalent.*
*4 points. MTuWThF 10:00–10:50*

***RUSS V 1202x***
**Second-Year Russian II**
Equivalent to V 1202y, but given in the Autumn term. —Staff
*Prerequisite: V 1201 or the equivalent.*
*4 points. MTuWThF 10:00–10:50*

***RUSS V 3331x, V 3332y***
**Third-Year Russian I and II**
Emphasis on conversation and composition; reading and discussion of selected texts and videotapes; lectures, papers, and oral reports required. Conducted entirely in Russian. —A. Smyslova
*Prerequisites: Two years of college Russian and permission of the instructor.*
*4 points. MWF 10:35–11:50*

***RUSS V 3400***
**Russia on the Hudson: Russian Life and Culture in New York City**
The practice and perfection of Russian language skills through the study of Russian art, opera, ballet, theatre, and film. Class lectures and discussions supplemented by attendance at musical and dramatic performances as well as the viewing of films and visits to museums. —M. Kashper
*Prerequisites: RUSS V 1202 or the equivalent and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3421x***
**Russian Phonetics and Intonation**
Review of principles of phonetics and intonation for advanced students. Intense drill for the development of correct speech habits. Attention to expressive reading and poetry recitation. Conducted entirely in Russian. —M. Kashper
*Prerequisites: Three years of college Russian and permission of the instructor.*
*2 points. Not offered in 2004–05.*

***RUSS V 3431x***
**Russian for Heritage Speakers**
A thorough review of Russian grammar for those native speakers who do not know how to read or write Russian or who lack a knowledge of the grammatical structure of the language. Special emphasis on the development of writing skills. —A. Smyslova
*Prerequisites: Limited spoken proficiency in Russian.*
*3 points. MW 1:10–2:25*

***RUSS V 3430y***
**Russian for Heritage Speakers II**

Review of Russian grammar and development of reading and writing skills for students with a knowledge of spoken Russian. —A. Smyslova
*3 points.* *MW 1:10–2:25*

***RUSS V 3443x, V 3444y***
**Fourth-Year Russian I and II**

*V 3443:* Systemic study of problems in Russian syntax; written exercises, translations into Russian, and composition. *V 3444*: Discussion of different styles and levels and language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian. —M. Kashper
*Prerequisites: Three years of college Russian and permission of the instructor. Enrollment limited. The second term may be taken without the first.*
*4 points.* *MWF 10:35–11:50*

***RUSS W 3010***
**Russian Grammar Review**

An optional supplement to RUSS V 3339 (*Masterpieces of 19th-Century Russian Literature*) or RUSS V 3340 (*Masterpieces of 20th-Century Russian Literature*). Intensive work in Russian grammar in order to perfect writing skills. —F. Miller
*Prerequisites: Native or near-native proficiency in speaking, listening, and reading.*
*1 point.* *Not offered in 2004–05.*

***RUSS W 4200y***
**Russian Theatre—Hands On**

The study and staging in the original of a Russian play. Detailed textual analysis, including character development, dramatic style, and language usage. Oral presentations and recitations with focus on pronunciation and intonation. —M. Kashper
*Prerequisite: Three years of college Russian and permission of the instructor.*
*3 points.* *Not offered in 2004–05.*

***RUSS W 4432x***
**Contrastive Phonetics and Grammar of Russian and English**

Comparative phonetic, intonational, and morphological structures of Russian and English, with special attention to typical problems for American speakers of Russian. —F. Miller
*Prerequisite: Four years of college Russian.*
*4 points.* *MW 4:10–5:25*

***RUSS W 4432y***
**Specific Problems in Mastering and Teaching Russian**

The Russian verb (basic stem system, aspect, locomotion); prefixes; temporal, spatial, and causal relationships; word order; word formation. —F. Miller
*Prerequisite: Four years of college Russian.*
*3 points.* *MW 4:10–5:25*

***RUSS W 4434y***
**Practical Stylistics in Russian**

Practice in the varieties of narrative and expository writing. Development of vocabulary and syntactic structures appropriate for abstract discourse. Conducted entirely in Russian. —I. Reyfman
*Prerequisite: Four years of college Russian.*
*3 points.* *TuTh 2:40–3:55*

***RUSS W 4910x***
**Literary Translation**
A workshop in literary translation from Russian into English focusing on the practical problems of the craft. Each student submits a translation of a literary text for group study and criticism. Aim of the class is to produce translations of publishable quality. —R. Meyer
*Prerequisite: Four years of college Russian or permission of the instructor.*
*3 points. Not offered in 2004–05.*

## Russian Literature

***RUSS V3221y***
**Literary Avant-Garde and Revolution**
Survey of Russian literature from Symbolism through the culture of high Stalinism to post-Soviet Russian literature, including major works by Andrey Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharms, Kataev, Pasternak, Sinyavsky, and Tolstaya. Literature viewed in a multi-media context featuring music, and avant-garde and post-avant-garde visual art and film. —R. Stanton
*A knowledge of Russian not required.*
*3 points. TuTh 1:10–2:25*

***RUSS V 3333x, V 3334y***
**Introduction to Russian Literature, I and II**
A close study in the original of representative works of Russian literature from Pushkin to Solzhenitsyn. —Staff
*Prerequisite: Grade of B– or better in RUSS V 1202 or permission of the instructor. For non-native speakers of Russian.*
*3 points. MWF 1:10–2:00*

***RUSS V 3339y***
**Masterpieces of Russian Literature: 19th Century**
A close study, in the original, of representative works by Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Tolstoy, Dostoevsky, Leskov, and Chekhov. —M. Kashper
*Prerequisite: Native or near-native knowledge of Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3340y***
**Masterpieces of Russian Literature: 20th Century**
A close study, in the original, of representative works by Andrei Bely, Sologub, Pasternak, Bulgakov, Nabokov, Olesha, Mandelstam, Anna Akhmatova, Solzhenitsyn, Abram Terts, and Brodsky. —TBA
*Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.*
*3 points. MW 2:40–3:55*

***RUSS V 3461***
**Pushkin**
A close study, in the original, of the major works. Class discussion conducted in English. —I. Reyfman
*Prerequisite: Three years of college Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3462***
**Gogol**
A close study, in the original, of the major works. Class discussion conducted in English. —R. Maguire
*Prerequisites: Three years of college Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3464y***
**Dostoevsky**
A close study, in the original, of the major works. Class discussion conducted in English. —V. Izmirlieva
*Prerequisite: Three years of college Russian and permission of the instructor.*
*3 points. TuTh 10:35–11:50*

***RUSS V 3465***
**Russian Poetry of the 19th and 20th Centuries**

A close study, in the original, of selected texts from five representative lyric poets, Tiutchev, Fet, Blok, Tsvetaeva, and Brodsky. Attention given to metrics, formal analysis of style and structure, and the literary and philosophical contexts. —R. Gustafson

*Prerequisite: Three years of college Russian and permission of the instructor. [Class discussion in English.]*
*3 points. Not offered in 2004–05.*

***RUSS V 3466y***
**Chekhov**

A close study, in the original, of the major works. Class discussion conducted in English. —C. Popkin

*Prerequisite: Three years of college Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3467***
**Twentieth-Century Prose Writers**

A close study, in the original, of the representative Soviet writers, including Babel, Olesha, Zamyatin, and Andrei Bitov. Class discussion conducted in English. —C. Nepomnyashchy

*Prerequisite: Three years of college Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3468***
**Russian Plays**

A close study, in the original, of several representative Russian plays, with emphasis on problems of translation, literary technique, and dramatic presentation. Class discussion conducted in English. —R. Belknap

*Prerequisites: Three years of college Russian and permission of the instructor.*
*3 points. Not offered in 2004–05.*

***RUSS V 3470x***
**Re-Reading Nabokov**

Examines with Nabokovian scrutiny—and with special emphasis on bilingualism, translation, and untranslatability—some of the writer's major works in their Russian and English versions, including his double take on *Lolita*. —V. Izmirlieva

*3 points. Not offered in 2004–05.*

***RUSS V 3490***
**Bulgakov's Master i Margarita: Texts and Contexts**

A close reading of Mikhail Bulgakov's 20th Century masterpiece, *Master i Margarita,* in the original Russian, as well as its place in the Russian literary tradition, sources in Russia's intellectual and religious philosophy, its social context, and its narrative strategies. —N. Kazakova and D. Martinsen.

*Prerequisite: ability to read 36-50 pages of Russian per week. Limited to 25.*
*3 points. Not offered in 2004–05.*

***RUSS V 3595x***
**Senior Seminar**

Topic: Russian cultural and literary myths. Class reports culminating in a critical paper. —I. Reyfman

*Prerequisite: Senior major or permission of the instructor.*
*4 points. W 4:10–6:00*

***RUSS V 3596x, y***
**Supervised Individual Research**

Supervised research culminating in a critical paper. —Staff

*Open to senior majors, and permission of the instructor is required.*
*2–4 points.*

*RUSS V 3998x or y*
**Supervised Individual Research**
—Staff
*Prerequisite: Departmental permission.*
*2–4 points.*

## Russian Literature and Culture in Translation

*RUSS V 3220x*
**Literature and Empire: The Reign of the Russian Novel (19th Century)**
Explore the aesthetic and formal developments in Russian prose—especially the rise of the monumental 19th-century novel—as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. —C. Popkin
*A knowledge of Russian not required.*
*3 points. TuTh 1:10–2:25*

*RUSS V 3221y*
**Literary Avant Garde and Revolution: The Century of Russian Modernism**
Survey of Russian literature from Symbolism through the culture of high Stalinism to post-Soviet Russian literature, including major works by Andrey Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharms, Kataev, Pasternak, Sinyavsky, and Tolstaya. Literature viewed in a multi-media context featuring music, and avant-garde and post-avant-garde visual art and film. —R. Stanton
*A knowledge of Russian not required.*
*3 points. TuTh 1:10–2:25*

*RUSS V 3222y*
**Tolstoy and Dostoevsky**
A close analysis of *War and Peace* and one of the major works of Dostoevsky, plus selected shorter works. Attention to narrative technique, as well as the psychological, philosophical, and religious issues raised in the texts. —D. Goldfarb
*A knowledge of Russian not required.*
*3 points. TuTh 4:10–5:25*

*CPLS V3235y*
**Imagining the Self.**
Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory , ventriloquized, or otherwise problematic. Works include Homer, Vergil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts.
*TR 2:40-3:55*

*HSRS V 3320x*
**Cities and Civilizations: An Introduction to Eurasian Studies**
Introduction to the study of the region formerly occupied by the Russian and Soviet empires focusing on cities as the space of self-definition, encounter, and tension among constituent peoples. Focus on incorporating and placing in dialogue diverse disciplinary approaches to the study of the city through reading and analysis of historical, literary, and theoretical texts as well as film, music, painting, and architecture. —M. von Hagen and C. Nepomnyashchy
*3 points. TuTh 4:10–5:25*

*RUSS W 4006y*
**Modern Russian Religious Thought**
The concepts of God, man, nature, history, and culture. Readings from Chaadayev, Khomyakov, Solovyov, Fyodorov, Florensky, Bulgakov, Berdyaev, Shestov, Lossky, Frank, and others. The relationship to Eastern Christian thought and Western philosophy. —R. Gustafson
*A knowledge of Russian not required.*
*3 points. Not offered in 2004–05.*

*RUSS W 4010*
**Russian Women in Literature and Culture**
Exploration of the changing image of woman in Russia from the beginnings of Russian history to the present as reflected in literary texts, historical documents, art, and film. Special attention to the Soviet and post-Soviet periods and to the question of the relevance of Western Feminist theory to Russia. —C. Nepomnyashchy
*3 points. Not offered in 2004–05.*

*RUSS W 4015x*
**Russian Drama: Pushkin to Chekhov**
Readings of selected 19th-century texts. Some attention to theatrical background. Parallel reading lists in translation and in the original. —R. Belknap
*Students who wish to receive credit towards a departmental major or concentration are required to read in the original Russian.*
*3 points. Not offered in 2004–05.*

*RUSS W 4016*
**Twentieth-Century Drama and Theatre**
—R. Belknap
*3 points. Not offered in 2004–05.*

*CLRS W 4020x*
**Formalism—Structuralism—Poetics—Semiotics of Culture: East-European Literary Theory, 1910–1990**
—B. Gasparov
*3 points. Tu 3:10–6:00*

*CLSL W 4030*
**Russian & Yiddish Prose: How To Do Things With Literature**
—J. Dauber and C. Popkin
*Knowledge of Russian or Yiddish not required; readings available in the original for students with requisite language proficiency.*
*3 points. Not offered in 2004–05.*

*RUSS W 4056y*
**The Brothers Karamazov**
—R. Belknap
*Prerequisite: The ability to read 60 pages of Dostoevsky's Russian per week.*
*3 points. Not offered in 2004–05.*

*RUSS G 6120x*
**Nineteenth-Century Russian Poetry**
—R. Gustafson
*3 points. Not offered in 2004–05.*

*RUSS W 4033*
**The Making of Socialist Realism**
—C. Nepomnyashchy
*3 points. Not offered in 2004–05.*

*RUSS W 4034*
**Literature, Politics, and Tradition After Socialist Realism**
Major writers and trends in Russian Literature from the death of Stalin to the present. Emphasis on the rethinking of the role of literature in society and on formal experimentation engendered by relaxation of political controls over literature. A knowledge of Russian is not required. —C. Nepomnyashchy
*3 points. Not offered in 2004–05.*

*RUSS W 4050y*
**Post-Soviet Russian Literature**
*3 points. Not offered in 2004–05.*

*CLRS G6110x:*
**The Discourse of Self in Russia and the West.**
The evolution of self-narrative in Russian literature, including both fiction and non-fiction, in comparison with canonical Western texts. Emphasis on the aesthetic and ethical tensions inherent in the project of self-narration, the ways in which major Russian and Western authors addressed these problems, and parallels between personal and national self-definition.
*(Days and times TBA)*

## Slavic Literature and Culture in Translation

*Comp-Lit Slavic CLSL V 3223*
**Postwar East-European Prose**
A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz, Borowski, Czeslaw Milosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadaś Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučkova, and others. —D. Goldfarb
*3 points. Not offered in 2004–05.*

## Czech Language and Literature

*CZCH W 1101x–W 1102y*
**Elementary Czech I and II**
Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —Instructor TBA
*4 points. MTuTh 6:10–7:25*

*CZCH W 1201x–W 1202y*
**Intermediate Czech I and II**
Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students. —C. Harwood
*Prerequisite: Czech W 1102 or the equivalent.*
*4 points. MTuTh 10:35–11:50*

*CZCH W 3333y*
**Readings in Czech Literature I**
Extensive readings in Czech literature in the original, with emphasis depending upon the needs of individual students. —Staff
*Prerequisite: Czech W 1202 or the equivalent.*
*3 points. TBA*

*CZCH W 3998x, y*
**Supervised Individual Research**
—Staff
*Prerequisite: Departmental approval.*
*2–4 points.*

*Comparative Literature–Czech CLCZ W 4030x*
**Post-war Czech Literature**
—C. Harwood
*A knowledge of Czech is not required.*
*3 points. TR 2:40–3:55*

*Comparative Literature–CLCZ W 4035*
**The Writers of Prague**
—C. Harwood
*3 points. Not offered in 2004–05.*

*CLCZ W 4020x*
**Bohemian Rhapsody: Czech Culture Before Czechoslovakia**
—C. Harwood
*Prerequisite: Sophomore standing or the instructor's permission.*
*3 points. Not offered in 2004–05.*

## Polish Language and Literature

*POLI W 1101x–W 1102y*
**Elementary Polish I and II**
Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —T. Anessi
*4 points. MWTh 4:10–5:25*

*POLI W 1201x–W 1202y*
**Intermediate Polish I and II**
Rapid review of grammar; readings in contemporary nonfiction and fiction, depending on the interests of individual students. —A. Frajlich-Zajac
*Prerequisite: Polish W 1102 or the equivalent.*
*4 points. MWTh 1:10–2:25*

*POLI W 3101x–W 3102y*
**Advanced Polish I and II**
Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students. —A. Frajlich-Zajac
*Prerequisite: Polish W 1202 or the equivalent.*
*4 points. MWTh 11:00–12:15*

*POLI W 3998x, y*
**Supervised Individual Research**
—Staff
*Prerequisite: Departmental approval.*
*2–4 points.*

*POLI W 4040y*
**Mickiewicz**
The major works of Adam Mickiewicz. Students with sufficient knowledge of the Polish language are required to do course readings in the original. Parallel reading lists will be available for readers and non-readers of the Polish language. —A. Frajlich-Zajac
*3 points. Not offered in 2004–05.*

*POLI W 4042*
**Polish Best-Sellers**
—A. Frajlich-Zajac
*3 points. Not offered in 2004–05.*

*POLI W 4050*
**Contemporary Polish Poetry**
—A. Frajlich-Zajac
*A knowledge of Polish is not required.*
*3 points. Not offered in 2004–05.*

*POLI W 4110x*
**The Polish Novel**

A consideration of the evolution of the novel form in Polish literature from the Baroque memoir through the Enlightenment, Positivism, modernism and the avantgardists of the 20th century. —D. Goldfarb
*A knowledge of Polish is desirable but not required. Papers and discussions in English.*
*3 points. Not offered in 2004–05.*

*CLPL W 4020y*
**North America in the Mirror of Polish Literature**

—A. Frajlich-Zajac
*A knowledge of Polish is not required and all lectures are available in English.*
*3 points. Not offered in 2004–05.*

## Serbo-Croatian Language and Literature

*SRCR W 1101x–W 1102y*
**Elementary Serbo-Croatian I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —Staff
*4 points. MTuTh TBA*

*SRCR W 3333x–W 3334y*
**Intermediate Serbo-Croatian Literature, I and II**

Readings in Serbo-Croatian literature in the original, with emphasis depending upon the needs of individual students. —R. Gorup
*Prerequisite: Serbo-Croatian W 1102 or the equivalent.*
*3 points. TuTh 4:10–5:25*

*SRCR W 3201x, w3202y*
**Advanced Serbo-Croatian I & II**

Develops skills in speaking, reading, and writing through reading and discussing essays, short stories, and fragments of larger works as well as watching and discussing films. Reinforces basic grammar and introduces more complex constructions. —R. Gorup
*3 points. TuTh 4:10–5:25*

*SRCR W 4100y*
**Central Europe and the Orient**

—R. Gorup
*3 points. TuTh 10:35–11:50*

*SRCR W 4—x*
**Linguistic and Ethnic Conflicts in the Former Yugoslavia**

*SRCR W 3998x or y*
**Supervised Individual Research**

—Staff
*Prerequisite: Departmental approval.*
*2–4 points.*

## Ukrainian Language and Literature

*UKRN W 1101x–W 1102y*
**Elementary Ukrainian I and II**

Essentials of grammar and basic oral expression, with emphasis on drills, reading, writing, and listening comprehension. Reading of simple texts, discussion of readings in Ukrainian. Conducted increasingly in Ukrainian. —Instructor TBA
*3 points. TuTh 5:40–6:55*

*UKRN W 1201x–W 1202y*
**Intermediate Ukrainian I and II**

Intensive rapid review of grammar, with some emphasis on conversational skills. Strong emphasis on reading/translating skills, using selections from contemporary Ukrainian periodicals. —A. Berezovenko
*Prerequisite: Ukrainian W 1102 or the equivalent.*
*3 points.* *MW 6:10–7:25*

*UKRN W 3001y*
**Advanced Ukrainian II-**

Development of integrated performance in speaking, listening, reading, and writing in the Ukrainian language. Examines grammar, syntax, and new vocabulary, primarily focusing on the further study of the usage of verbs of movement and their aspects, adjectival and adverbial participles, and their contextual impact. —A. Berezovenko
*3 points.* *MW 4:10–5:25*

*UKRN W 3998x, y*
**Supervised Individual Research**

—Staff
*Prerequisite: Departmental approval.*
*2–4 points.*

*UKRN W 4040x*
**Twentieth Century Ukrainian Prose**

—Instructor TBA
*Prerequisite: A reading knowledge of Ukrainian or fluency in another Slavic language.*
*3 points.* *Not offered in 2004–05.*

*UKRN W 4021*
**Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century**

—Instructor TBA
*Prerequisite: Some familiarity with at least one Slavic language.*
*3 points.* *Not offered in 2004–05.*

# SOCIOLOGY

332 Milbank Hall 854-3577
**www.barnard.edu/sociology**

**Professor:** Jonathan Rieder[1], Robert E. Remez (Interim Chair)

**Assistant Professors:** Elizabeth Bernstein, Peter Levin, Robert Smith (Departmental Representative)

Other officers of the University offering courses listed below:

**Professors:** Peter Bearman, Harrison White

**Associate Professor:** Francesca Polletta

**Assistant Professors:** Gil Eyal, Nicole Marwell

[1] Absent on leave, 2004–05

Sociology aims to uncover the theoretical principles that illuminate social life. In pursuing this goal, sociology exhibits a diversity of perspectives. This pluralism is one source of the discipline's vitality. Some scholars reach out to the sciences for their model of sociological inquiry; others look to more humanistic and historical endeavors for their inspiration and identity. But in all its different forms, the discipline as a whole strives to develop rigorous methods, both qualitative and quantitative, for analyzing social life.

Sociology involves more than the accumulation of theory and method for its own sake. Perhaps above all else, sociology is devoted to the exploration of actual social life in all its variety. Sociology majors examine the dynamic processes through which human beings express their social being: cooperation, conflict, power, exchange, morality, symbolism, domination, dependency, deviance, social control, and violence. Students also study the forms to which these processes give rise: social networks, small groups, face-to-face interaction, subcultures, families, genders, religion, popular and high culture, social class, structures of race and ethnicity, bureaucracy, social movements, professions, and the state. The Barnard Department of Sociology tends to focus on these forms and processes as they unfold in the United States. At the same time, we seek to guard against provincialism by grounding our analyses comparatively and exploring the social life of less developed, developing, and other mature industrial societies.

There are no special admissions requirements or procedures. Students (majors and nonmajors) are encouraged to consult with members of the Department regarding their choice and sequence of courses. Combined and double majors may be arranged. In addition, the Columbia Department offers a wide variety of sociology courses which are open to interested Barnard students.

## Requirements for the Major

The major prepares students for graduate work in sociology as well as in other disciplines; for professional schools (law, business, social work, journalism, urban planning); and for all occupations requiring general knowledge of society and social interaction as well as basic skills of social research.

A minimum of 10 courses is required for the major, including:

| | |
|---|---|
| SOCI BC 1003 | *Introduction to Sociology* |
| SOCI BC 3082 | *Junior Colloquium—Sociological Theory* |
| SOCI BC 3211 | *Quantitative Methods* (not later than the junior year) |
| SOCI BC 3087–BC 3088 | *Individual Projects for Seniors* |

and at least five other courses selected in consultation with the major adviser. Sociology

BC 3211 should be taken no later than the junior year.

There is no major examination. To graduate, a student must complete, to the satisfaction of her instructor in BC 3087–BC 3088, a long paper involving some form of sociological research and analysis.

## Requirements for the Minor

Five courses are required for the minor in Sociology, including SOCI BC 1003 and four courses to be selected in consultation with the Sociology adviser.

## Courses of Instruction

***SOCI BC 1003x***
**Introductory Sociology**
An introduction to the sociological imagination which focuses on group influences on the individual (conformity, social structure and personality, community and deviance); the institutional arrangements of class, gender, ethnicity, and bureaucracy; the role of social movements and technology in social change. —R. Smith
*3 points.*

***SOCI V 1202x, y***
**The Sociological Imagination**
Identification of the distinctive elements of sociological perspectives on society. Readings confront classical and contemporary approaches with key social issues that include power and authority, culture and communication, poverty and discrimination, social change, and popular uses of sociological concepts. —F. Polletta, TBA
*3 points.*

***SOCI V 1205x, y***
**Evaluation of Evidence**
A non-technical introduction to alternative strategies by which social science data are transformed into evidence for theoretical arguments. Discussion of the logic and procedures of social science research and standards for the critical evaluation of that research; the discussion is based on a careful reading and analysis of significant studies exemplifying the use of different kinds of social science data and methods (field observations, historical archives, surveys, and experiments). —P. Bearman
*3 points.*

**Note:** One introductory course in sociology is suggested as a prerequisite for all 3000-level courses.

***SOCI BC 3082y***
**Junior Colloquium: Introduction to Social Theory**
The rise and transformation of modern society in the 19th and 20th centuries. "Classical" literature such as Marx, Durkheim, and Weber will be read. Selected topics: the relationship between individual, society, and polity; gender relations, class, and status relations; moral and instrumental action. —E. Bernstein
*4 points.*

***SOCI BC 3087x–3088y***
**Individual Projects for Seniors**
The instructor will supervise the writing of long papers involving some form of sociological research and analysis. —E. Bernstein, J. Rieder, R. Smith
*Required of all senior majors.*
*4 points.*

*SOCI V 3100x, y*
**Classical Sociological Theory**
Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Among theories studied, in historical context, are those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action. —N. Marwell, G. Eyal
*With permission of the Departmental Representative this course may be substituted for SOCI BC 3082.*
*3 points.*

*SOCI BC 3115x*
**Feminist Theory**
An analysis of the theoretical assumptions and political implications of liberal, radical, Marxist, and socialist variants of first- and second-wave feminist theory, including recent works in psychoanalytic and postmodern feminism. Also considers the implications of such feminist arguments for debates within contemporary and classical sociological theory. —E. Bernstein
*Permission of the instructor required. Enrollment limited.*
*4 points. Not offered in 2004–05.*

*SOCI V 3200*
**Gender, Class, and Race**
The critical role of gender, class, and race in social life, and their relationship to inequality, community, and culture. Focuses on reactions to and perceptions of difference in the spheres of family, work, sexuality, and politics.
*3 points. Not offered in 2004–05.*

*SOCI V 3206y*
**Race, Culture, and Identity in the Contemporary United States**
The impact of race on culture and identity, with emphasis on black-white relations: Is there a "great divide"?; affirmative action, individualism and communalism; imagery of blacks and whites in art and entertainment; Afro-Caribbean/African-American differences; ethnicity and "white" culture; white backlash and racism; integration and black nationalism; the ambiguities of "crossover" culture; new immigration. —J. Rieder
*Permission of the instructor required. Enrollment limited.*
*4 points. Not offered in 2004–05.*

*SOCI BC 3211y*
**Quantitative Methods**
An introduction to statistical methods emphasizing their application to practical research problems. Topics include frequency distributions, cross-tabulations and correlation, basic concepts of probability, hypothesis testing, and the analysis of variance. Students will learn to execute basic statistical analyses on a personal computer. —Instructor TBA
*4 points.*

*SOCI V 3213x*
**Culture in Contemporary America**
An analysis of the values and meanings that form American pluralism and the communities that create and consume culture. Examples come from popular and elite culture: American individualism, rhythm and blues, Christian fundamentalism, liberalism and conservatism, abortion politics, television, and film. A central focus is on race, ethnicity, and identity. —J. Rieder
*3 points. Not offered in 2004–05.*

***SOCI V 3216***
**Organizations in Modern Society**
An exploration of the growth of large organizations in politics, business, government, and culture; the structure of the corporation; not-for-profit organizations (art museums, universities); organizational cultures; dilemmas of hierarchy, power, and alienation; the tension between organizations and democracy; left and right critiques of the organizational state.
*3 points. Not offered in 2004–05.*

***SOCI BC 3220y***
**Masculinity: A Sociological View**
The cultural, political, and institutional forces that govern masculinity. Focuses on various meanings of "being a man" and the effects these different types of masculinity have on both men and women. Explores some of the variation among men and relationships between men and women. —P. Levin
*3 points.*

***SOCI BC 3227x***
**The Sociology of U.S. Economic Life**
The social forces that shape market behavior: ideologies of liberalism and conservatism; the culture of commodities and consumption; income, class, and quality of life; the immigrant economy; life in financial institutions; the impact of the global economy. —P. Levin
*3 points.*

***SOCI V 3235***
**Social Movements**
Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.
*3 points. Not offered in 2004–05.*

***SOCI W 3238x***
**The Sociology of Everyday Life**
Approaches to the study of culture through readings of the familiar "texts" of everyday life and the practices they reveal. Topics covered include dining, cuisine, manners, urban topography, gender, and popular culture. —P. Ferguson
*3 points. Not offered in 2004–05.*

***SOCI BC 3250y***
**Sociology of Jewish Life in America**
A sociological analysis of Jewish life in America since World War II. Educational, occupational, economic, and political patterns of American Jews; the American Jewish family; changing patterns of religious observance, affiliation, and assimilation; relations with other ethnic groups; American Jews and Israel; challenges to Jewish identity and continuity in American society.
*3 points. Not offered in 2004–05.*

***SOCI V 3302x***
**Sociology of Gender**
The exploration of the way gender shapes personal identity, family life, sexuality, the workplace, ideologies of feminity and masculinity, law and the state. —E. Bernstein
*3 points.*

***SOCI BC 3318***
**The Sociology of Sexuality**
Social, cultural and organizational aspects of sex in the contemporary United States, stressing the plural in sexualities: sexual revolution and post-Victorian ideologies; the context of gender and inequality; social movements and sexual identity; the variety of sexual meanings and communities; the impact of AIDS. —E. Bernstein
*3 points. Not offered in 2004–05.*

*SOCI V 3324*
**Poverty, Inequality, and Policy: A Sociological Perspective**
An examination of poverty, the "underclass," and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness. —R. Smith
*3 points. Not offered in 2004–05.*

*SOCI W 3331*
**Creation and Career in Art Worlds**
The arts and the social forces through which they are made. Explores how patrons and artistic organizations combine with audiences and informal networks of artists to provide resources (emotional, intellectual, and material support) necessary to artistic careers. Examines how social relations and cultural canons around artists affect the form and content of their art. —H. White
*3 points. Not offered in 2004–05.*

*SOCI V 3247y*
**The Immigrant Experience, Old and New**
The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of "new" immigrants (Asians, Latinos, West Indians); Proposition 187; and changing American views of immigration.
*3 points.*

*SOCI V 3350*
**Religion and Social Change**
Examines religious values and organizations as bases for social change, with an emphasis on changes in ideas and practices concerning time, work, inequality, and power. Examples are drawn from older religious traditions, including Judaism, Christianity, Buddhism, Islam, and Hinduism, as well as newer religions, including Wicca, Scientology, and Hare Krishna.
*3 points. Not offered in 2004–05.*

*SOCI V 3290*
**Sociology of Youth**
"Youth" as a biological condition, social construction, cultural phenomenon, and political status. Offers historical, political, and economic perspectives on youth drawing from sociological theory, ethnography, and students' lived experience with an emphasis on popular culture. —Instructor TBA
*3 points. Not offered in 2004–05.*

*SOCI BC 3901*
**The Sociology of Culture**
Drawing examples from popular music, religion, politics, race, and gender, explores the interpretation, production, and reception of cultural texts and meanings. Topics include aesthetic distinction and taste communities, ideology, power, and resistance; the structure and functions of subcultures; popular culture and high culture; and ethnography and interpretation. —J. Rieder
*Prerequisite: SOCI BC 1003 or equivalent social science course and permission of instructor. Enrollment limited to 15.*
*4 points. Not offered in 2004–05.*

# SPANISH AND LATIN AMERICAN CULTURES

219 Milbank Hall

Chair: 854-8805
Language Coordinator: 854-5422
Faculty Administrative Assistant: 854-2597
**www.barnard.edu/spanish**

**Professors:** Alfred Mac Adam (Chair), Marcia L. Welles[1]

**Assistant Professors:** Isabel Estrada, Carlos Riobó, Michael K. Schuessler

**Senior Lecturers:** James Crapotta[1] (Language Coordinator), Agueda Rayo, Flora Schiminovich

**Associate:** Jesús Suárez García

[1] Absent on leave, 2004–05

The Spanish major trains the student to express herself fluently in both oral and written Spanish. It provides her with an intellectual grasp of both the literature and culture of Spain and Latin America.

Foreign Language Requirement for the Degree: first-year students with prior training in Spanish who wish to satisfy Barnard's foreign language requirement in Spanish will be placed in the appropriate language course on the basis of either their CEEB score or the pre-registration placement test administered by the Spanish Department. Students scoring 4 or above on the placement test will be exempted. All others must complete BC 1204. Transfer students should consult the Language Coordinator.

The Spanish Club facilitates joint faculty-student projects. The club sponsors discussion sessions and films and lectures by writers, artists, and visiting scholars.

## Requirements for the Major

Interested students should consult members of the department as early as possible in order to create a course of study suited to their particular interests. The Spanish Department also provides guidance for students interested in the Spanish subdivision of the Foreign Area Studies major. The Spanish Department actively encourages students to study abroad and may be consulted about these programs.

There are three majors available to prospective students in the department: **I. Language and Literature, II. Spanish Studies, III. Latin American Studies**. Each option requires a Senior Essay (BC 3999x or y *Independent Study for Majors*).

**I. Language and Literature:** This program emphasizes a knowledge of Spanish language and the literature of Spain and Latin America. The major consists of 11 courses. The five required courses are:

| | |
|---|---|
| V 3351 | *Literature and Culture of Latin America: Colonial through Modernism* |
| V 3352 | *Literature and Culture of Spain: Enlightenment to the Generation of '98* |
| V 3353 | *Literature and Culture of Spain: Medieval through Golden Age* |
| BC 3127 | *Don Quijote* |
| BC 3999x or y | *Independent Study for Majors* (thesis topic and adviser to be selected) |

Six electives (of 3 points each) are to be chosen from the *Language* and *Literature and Culture* (in Spanish). No more than two may be language-level courses and they must be at the 3000 level.

**Requirements for the Minor:** Six courses from the *Language* and *Literature and Culture* options (in Spanish), chosen in consultation with a departmental adviser. No more than two may be language courses and they must be at the 3000 level. Students are encouraged to take one or more of the *Literature and Culture* survey courses (e.g., V 3351, V 3352, V 3353).

**II. Spanish Studies:** This program emphasizes the literature, history, and culture of Spain. The major consists of 10 courses (eight within the Spanish Department, four within other disciplines).

The three required courses are:

V 3352 *Literature and Culture of Spain: Enlightenment to the Generation of '98*
V 3353 *Literature and Culture of Spain: Medieval through Golden Age*
BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Three electives of 3 points each are to be chosen from the Peninsular courses at the 3000 level (in Spanish). BC 3004, Section 5 *Language and Film: Issues in Contemporary Spanish Cinema*, and Section 2 *Special Issues in Contemporary Spain* and DAN BC 2558 *Evolution of Spanish Dance Style* are recommended.

Four courses are to be chosen from offerings in the Social Sciences or Humanities that relate to Spain and define a special field of interest (to be chosen in consultation with the major adviser). History BC 1011 and 1012 *Introduction to European History* are strongly recommended.

**III. Latin American Studies:** This program emphasizes the literature, history, and culture of Latin America. The major consists of 13 courses (seven within the Spanish Department; six within other disciplines).

The two required courses are:

V 3351 *Literature and Culture of Latin America: Colonial through Modernism*
BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Five electives of 3 points each are to be chosen from the 3000 level, two of which must pertain to specific regions of Latin America (BC 3143 *Literature of the Spanish Caribbean*; BC 3117 *Literature of the Southern Cone*; BC 3118 *Contemporary Mexican Literature*; BC 3119 *Literature of the Andes;* BC 3120 *Twentieth-Century Puerto Rican Literature*).

Six courses in the social sciences or humanities that pertain to Latin America and define a special field of interest (to be selected in consultation with the major adviser).

**Requirements for the Minor:** Six courses required (three courses in Spanish):

V 3351 *Literature and Culture of Latin America: Colonial through Modernism*

Five courses in the social sciences or humanities that pertain to Latin America, to be chosen in consultation with the department.

# Courses of Instruction

## Language Courses

*(Enrollment is limited to 20 students per section; sign-up sheets are on the departmental bulletin board.)*
*Prerequiste for 3000-level courses: Completion of the language requirement or its equivalent.*

***SPAN V 1101x–1102y***
**Elementary First-Year Course**
An introductory course to Spanish as a vehicle for oral and written communication. Emphasis on speaking, listening comprehension, reading, and writing. Fundamentals of grammar. —Staff
*4 points.*

***SPAN BC 1103x***
**Intensive Review of Elementary Spanish**
Course for incoming students whose score on the placement examination puts them between the beginning and intermediate levels. To be followed by BC 1203y. —Staff
*4 points.*

*SPAN BC 1203x, y*
**Intermediate Course, Part I**

Further development of spoken and written communication skills. Review of grammar and syntax. Discussion and analysis of short literary texts. Some linguistic and cultural analysis of contemporary Spanish videos and films. —Staff
*Prerequisite: V 1102 or BC 1103 or the equivalent.*
*4 points.*

*SPAN BC 1204x, y*
**Intermediate Course, Part II**

Review of more advanced grammar points. Readings, discussions, and analysis of important works by Latin American authors. Analysis and discussions of Latin American films. —Staff
*3 points.*

*SPAN BC 1206x, 1207y*
**Intermediate Conversation**

Designed to advance oral and listening proficiency and to increase vocabulary within a wide range of daily and contemporary topics. Materials include readings, cassettes, and videotapes. Activities include role-playing, interviews, small group activities, and oral reports. Some visits to Hispanic cultural events in New York City will be required. —Staff
*Recommended parallel: Spanish BC 1203, BC 1204. Prerequisite: V 1101x–1102y or the equivalent. Not open to native speakers.*
*2 points.*

*SPAN BC 1208x*
**Spanish for Spanish-Speaking Students**

Designed for native and non-native speaking Spanish-speaking students who have oral fluency beyond the intermediate level, but have had no formal language training. Introduction to Spanish grammar with special emphasis on complex sentence structure and syntax. Writing, reading, and building new vocabulary. May be used to satisfy language requirement with permission of the instructor.
*Prerequisite: Oral fluency.*
*3 points.*

*SPAN BC 3003x*
**Advanced Oral and Written Spanish: Contemporary Issues in a Hispanic Context**

Development of oral and written skills through contact with authentic written and video materials. Topics include values, gender, technology, politics, and diversity. Emphasis on advanced language functions: sustaining narration, expressing opinions, and hypothesizing. Weekly expository and creative writing assignments; final oral presentation. Required class visit to a Hispanic cultural event.
*3 points.*

*SPAN BC 3004x, y*
**1. Language and World View**

Reinforcement and development of modern language skills through focused attention on contemporary sociopolitical issues of Spain and Latin America. Intended as bridge courses for students who have just completed the language requirement or its equivalent. Open only by special permission of the instructor to students who have already completed upper-level courses in the *Literature* and *Culture* listings. Useful for students in Foreign Area Studies, Political Science, History, and Economics.
*Enrollment limited to 20 students. Sign-up sheets on departmental bulletin board.*
*3 points.*

**2y. Special Issues in Contemporary Spain**

Features films and readings from newspapers, magazines, and journals centering on the issues confronting contemporary Spain: the transition to democracy and modernization, terrorism, regional autonomy, feminism, and sexual identity. Readings, discussions, and papers designed to improve oral and written proficiency. —J. Crapotta

**3. Hispanics in the United States**
An investigation of the cultural and socioeconomic patterns of Hispanics in the United States; their participation in the world of entertainment, visual arts, and literature; and their struggle for political power. Reinforcement of oral and written Spanish. Films, newspaper and magazine articles, essays.

**4. Lives of Creative Women in the Spanish-Speaking World**
An investigation of the diversity of women's experience of the creative process. Poetry, essays, films, and paintings will be examined in their biographical and critical contexts. Works by and about: Sor Juana Inés de la Cruz, Frida Kahlo, María Luisa Bemberg, Gloria Anzaldúa, Rosario Castellanos, and others. Interviews with poets and artists. *Not offered in 2004–05.*

**5x. Language and Film: Issues in Contemporary Spanish Cinema**
An examination and discussion of three recurrent themes in Spanish films of the last quarter century: childhood memories and the Civil War, the politics of gender and family, and issues of modernization. Emphasis on the development of listening and speaking skills and vocabulary building.
—I. Estrada

**6y. Political Acts: Latin American Theatre in the 20th Century**
Development of language skills through the study of some of the most representative plays in 20th-century Latin America. Focus on issues of cultural identity and pluralism, the role of women, tradition and change, race, politics, and repression. Works by Ariel Dorfman, Griselda Gambaro, and others. —F. Schiminovich

**7. Language and Performance: Spanish-Language Theatre in NYC**
Read, act scenes from and attend performances of Spanish-language plays currently in the repertory of theatre companies in NYC. Emphasis on developing vocabulary and language skills, understanding cultural contexts, writing reviews and performing theatre in Spanish. —J. Crapotta
[Class trips to plays will take place outside regular class hours. $75 fee for tickets.]
*3 points. Not offered in 2004–05.*

**8. Language and Film: Pedro Almodóvar**
A journey through the works of the renowned Spanish filmmaker Pedro Almodovar and the sociopolitical context from which he drew inspiration. Discussion issues include: feminism, homosexuality, masculinity, modernization and communication. Special attention will be devoted to related current events through newspaper reading. —I. Estrada
*Prerequisites: fulfillment of language requirement in Spanish or equivalent,*
*Limited to 20 students*
*3 points*

*SPAN BC 3096*
**Poetry Writing in Spanish**
Writing of at least two original works of poetry in Spanish to be read and commented upon by the group. Varied assignments designed to explore the resources of language through free association, imitation, allusions, and similar techniques. Reading of contemporary Latin American women poets to provide a further context and enrich discussion.
*Prerequisites: Completion of language requirement or Spanish-speaking background and permission of the instructor.*
*2 points. Not offered in 2004–05.*

## Literature and Culture Courses

For non-majors, all courses will count toward the distribution requirement, Part A. All departmental courses are conducted in Spanish unless otherwise stipulated. The prerequisite for all literature and culture courses is satisfaction of the foreign language requirement in Spanish. Exceptions should be discussed with the instructor and the departmental chair.

## Introductory Courses

*(Enrollment limited to 15 students. Sign-up sheets on departmental bulletin board.) Designed to acquaint students with close reading of a limited number of major literary texts. Emphasis is on the analysis of language and genre and serves as a bridge between intermediate language courses and more advanced courses in literature and culture.*

*SPAN BC 3109*
**Introduction to Literary Analysis**
Instruction in techniques of literary analysis applied to works representing different genres. Development of a critical vocabulary. Analysis of style, structure, and content. Introduction to theories of criticism.
*3 points.*

*SPAN BC 3110*
**An Introduction to Spanish Theatre**
Analyses of the varied functions and forms of theatre in representative Spanish plays of the 17th through the 20th centuries: the *comedia,* the *entremés*, Romantic drama, the *esperpento,* surrealist theatre, absurdist comedy, and political satire. Authors include Cervantes, Lope de Vega, Zorrilla, Valle-Inclán, Lorca, Arrabal, and Ruibal.
*3 points.*

## Survey Courses: Texts and Contexts

A series designed to coordinate literary and non-literary readings of Spain and Latin America with their social, political, intellectual, creative, and historical implications. May include museum visits, lectures, and films.

*SPAN V 3353x*
**Literature and Culture of Spain: Medieval through Golden Age**
Literary readings coordinated with their social, political, intellectual, creative, and cultural implications.
*3 points.*

*SPAN V 3252y*
**Literature and Culture of Spain: Enlightenment through the Generation of '98**
Literary readings coordinated with their social, political, intellectual, creative, and historic implications.
*3 points.*

## Advanced Courses

### *Latin America*

*SPAN BC 3117*
**Literature of the Southern Cone: The Dialects of Fantasy and Reality**
An examination of the literature of the Southern Cone—Argentina, Uruguay, Paraguay, and Chile; the tension between fantastic literature and literary realism. Readings include Borges, Casares, Ocampo, Onetti, Donoso, and Roa Bastos.
*3 points.*

*SPAN BC 3118*
**Contemporary Mexican Literature: The Interplay of History and Narrative**
A study of Mexican historical novels as meeting places for the rival discourses of history and narrative. Works by significant Mexican authors (Yáñez, Fuentes, Paz, Poniatowska, Pacheco, Ibarguenoitia, and Castellanos).
*3 points.*

*SPAN BC 3119y*
**Literature of the Andes: Revolution and Identity**
The region of the Andes (Colombia, Ecuador, Bolivia, Peru, and Chile) has produced great poets—Mistral, Neruda, and Vallejo—as well as extraordinary novelists, Donoso and Vargas Llosa. This course seeks to identify the essential traits of the region's literature and relate them to its tumultuous history.
*3 points.*

*SPAN BC 3112*
**Love and Eroticism in Contemporary Latin American Literature**
An introduction to the artistic manifestations of love and eroticism and their relationship to social attitudes. Works by Gabriela Mistral, Vicente Huidobro, Neruda, Paz, Borges, Isabel Allende, Vargas Llosa, and García Márquez.
*3 points.*

*SPAN BC 3120*
**Twentieth-Century Puerto Rican Literature**
A study of Puerto Rican authors (Ferré, Sánchez, Pedeira, Julia de Burgos, González, Marqués) and their interpretation of socio-historical development in Puerto Rico. The relationship of these texts to historical writing (e.g., Quintero Rivera), and the revisionist trend in Puerto Rican historiography.
*3 points.*

*SPAN BC 3122*
**Contemporary Latin American Short Fiction**
Readings of short stories and novellas by established and emerging writers from Spanish America and Brazil. Defines the parameters of Latin American short fiction by exploring its various manifestations—fantastic literature, protest writing, satire, and realism. Among the authors to be studied will be: Machado de Assis, Borges, García Márquez, Ana Lydia Vega, Clarice Lispector, Silvina Ocampo, and José Donoso.
*3 points.*

*SPAN BC 3141*
**La Novela del Boom, 1962–1970**
A close readings of the novels that place Spanish America in the mainstream of worldwide literary production during the sixties. Authors include: Fuentes, Cortázar, Cabrera Infante, Vargas Llosa, Puig, and Donoso.
*Prerequisite: Permission of the instructor.*
*3 points.*

*SPAN BC 3142y*
**Film-Literature Relations in Modern Latin American Narrative**
Intertextual relations between film and literature. Authors and film makers include: Gabriel García Márquez, Laura Esquivel, Borges, María Luisa Bemberg, Vargas Llosa, and Fina Torres.
*3 points. Not offered in 2004–05.*

*SPAN BC 3143y*
**Literature of the Spanish Caribbean**
A study of works from the Spanish-speaking islands of the Caribbean, Cuba, the Dominican Republic, and Puerto Rico, in order to unravel the cultural traits, historical patterns, and politico-economic realities that these islands may or may not have in common.
*3 points.*

*SPAN BC 3144*
**Daughters of La Malinche: Women and Culture in Mexico**
Explores the contribution of women towards the development of Mexican culture from pre-Hispanic times through the 20th century, with an emphasis on the latter. The works of such artists and writers as Frida Kahlo and María Izquierdo, Elena Garro, and Rosario Castellanos will be considered in light of their historical and political contexts.
*3 points.*

*SPAN BC 3146*
**20th-Century Women Writers of Colombia**
Works by such authors as Laura Restrepo, Alba Lucía Angel, Emilia Ayarza, Matilde Espinosa, and María Mercedes Carranza studied in the context of and in contrast to literary movements such as Magical Realism, *Piedracielismo,* and *Nadaismo.* —A. Rayo
*3 points.*

## *Spain*

*SPAN BC 3126x*
**Archetypal Patterns in Contemporary Women's Fiction**
A consideration of the relationship between contemporary fiction by women and traditional archetypal configurations. The following categories will be studied: initiation into adulthood; marriage and social involvement; the quest for sexuality; personal transformation. Authors studied will be Martin Gaite, Tusquets, Alós, Moix, Montero, Riera, Grandes, Etxebarría, Rossetti.
*3 points.*

*SPAN BC 3127*
**Don Quijote**
A study of Cervantes' masterpiece, concentrating on the narrative models available to him and his own creation of the "novel." Readings also include selected *Novelas Ejemplares* and critical studies.
*3 points.*

*SPAN BC 3131*
**Civil War and Post-War Spain: Myth and Reality Through Film, History, and Literature**
Contemporary Spanish films serve as a point of departure for the study of the Civil War and Franco periods as both historical fact and myth. Includes an analysis of its representation in memoirs and literary works and its significance in light of Spain's recent political transformation.
*3 points.*

*SPAN BC 3134*
**Marriage and Adultery in 19th-Century Spanish Fiction**
A consideration of the conflicting interests of 19th-century society as represented through the themes of marriage and adultery: the desire for social stability vs. the potentially subversive drive for freedom and self-affirmation. The roles of women, class, culture, and religion emphasized in works by Galdós, Clarín, Cabellero, and others.
*3 points.*

*SPAN BC 3137*
**Spanish Literature from 1975: The Postmodern Discourse**
A close reading of some of the most significant works and trends of post-Franco Spain in the light of postmodern theories. Readings will include works by Martín-Gaite, Vázquez Montalbán, Montserrat Roig, Lourdes Ortiz, J.J. Millás, Ana Rosetti, Paloma Pedrero, Antonio Gala, Almudena Grandes.
*3 points.*

*SPAN BC 3138*
**The Spanish Inquisition**
A study of the cultural impact of the institution from its establishment and spread to the New World to its final abolition. Readings include Holy Office trials of heresy, witchcraft, and sexual deviation, the *Lazarillo de Tormes* and its expurgated version, as well as stories by Cervantes, Francisco Ayala, and Carme Riera. Visual materials include representations of *autos de fé* and etchings by Goya.
*3 points.*

*SPAN BC 3151*
**Spanish Film: Cinematic Representations of Spain**
An examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Buñuel's legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film–literature relations.
*3 points.*

***Spanish-Women's Studies SPWS BC 3135x***
**Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film**
Homosexual issues and images in major literary works and films of Spain and Latin America. Themes include the social construction of sexuality, political contexts, gay and lesbian self-representation, homosexual desire, closeting and disclosure, defining a gay poetics. Authors include Lorca, Arenas, Tusquets, Molloy, Peri Rossi, Puig, and Almodóvar.
*3 points.*

***SPAN BC 3155y***
**Image and Word: Crosscurrents in the Art and Literature of Habsburg Spain**
An examination of images and texts in interaction with one another within their socio-historical context. Special attention given to the different modes of analyzing verbal and visual arts. Authors include Calderón, Cervantes, Quevedo, Tirso de Molina, St. Ignatius Loyola, St. Teresa of Avila, and María de Zayas. Artists include Murillo, Valdés Leal, Velázquez.
*3 points.*

## Courses in English

***SPAN BC 3203***
**20th-Century Women Poets of the Americas: Kindred Voices**
Cross-cultural themes, images, and poetics in women poets of North America and Latin America. Discussion topics include: the search for a matrilineal poetic ancestry; the revival of the goddess; the poetics of subversion. Emphasis on African American, Native American and Latina authors like Ntozake Shange, Sonia Sánchez, Mary Tallmountain. Also, Gabriela Mistral, H.D., Rosario Castellanos, Claribel Alegría, Adrienne Rich.
*3 points.*

***SPWS BC 3204y***
**Latina Literature**
A study of fiction, poetry and prose (essayistic and autobiographical) written by Latinas in the United States. Topics include bilingualism and biculturalism; migration and crossing, "return" and "home"; community, culture, and nation; identity; and women's strategic positioning in the literary and political discourses of the Latino movement.
*3 points.*

***SPWS BC 3205***
**Hispanic Gay and Lesbian Representations in the Literatures of the Americas**
Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of the United States. Hispanic and North American constructions of homosexual/heterosexual and male/female forms of erotic desire; the relationship of politics, sexuality, and race. Authors included Puig, Arenas, Peri Rossi, Anzaldúa, and Moraga.
*May not be taken with SPWS BC 3135.*
*3 points.*

***SPAN BC 3264x***
**The Boom: The Spanish American Novel, 1962–70**
The writing that catapulted Latin America into the mainstream of world culture: Fuentes, García Marquez, Manuel Puig, Julio Cortázar, José Donoso, and Mario Vargas Llosa. —A. Mac Adam
*Prerequisite: For reading and writing in Spanish, satisfaction of language requirement and one SPA literature course. To receive major or Comparative Literature credit, readings and written work must be done in Spanish. May not be taken with SPAN BC 3141. —A. Mac Adam*
*3 points.*

***SPAN BC 3266y***
**Buñuel, Lorca, Dalí: Explorations in Desire**
A study of the impact of Freudian psychoanalysis and surrealist theory and practice on three major figures of early 20th-century Spain. The relationship between dream language and the poetic and visual rhetoric of desire will be studied in the plays and poetry of Federico García Lorca, the paintings of Salvador Dalí, and the films of Luis Buñuel. —M. Welles
*3 points.*

***SPAN V 3265y***
**Latin American Literature in Translation**
A study of contemporary Latin American narrative; its origins and apotheosis. Readings include Machado de Assis, Borges, García Marquez, Puig, and others. —A. Mac Adam
*3 points.*

**BC3099 x or y Independent Study:** this course enables students to pursue subjects not covered by courses currently taught. To arrange this course, a student must present a member of the faculty with a program of study and obtain an Independent Study form. This form (and the program of study) must be approved both by the sponsoring faculty member and the chair of the department. The form must then be submitted to the Committee on Programs and Academic Standing for final approval. No faculty member of any rank may direct more than one BC 3099 in any given semester.

**BC3999 x or y Independent Study of Majors:** this course enables the student to write her senior thesis. It should be taken as the logical continuation of work pursued in a regular course.

**Senior Thesis:** The Department of Spanish and Latin American Cultures regard the senior thesis as the culmination of a Barnard education. For all three of our majors—Language and Literature, Spanish Studies, and Latin American Studies—a senior thesis is required. Normally, a student working in either Language and Literature or Spanish Studies will find an adviser within the Spanish Department. Exceptions must be approved by the departmental chair. Students working in Latin American Studies may work with faculty members from other departments or divisions of Columbia University. Like other majors writing a thesis, the Latin American Studies student signs up for BC3999, Independent Study for Majors. The chair normally stands in as adviser with regard to program approval, but it is the student's obligation to establish a relationship with her adviser to make sure her work proceeds in an orderly way to completion. Latin American Studies majors are urged to locate appropriate advisers at least one semester before beginning the thesis and to inform the department chair who the prospective adviser might be.

**For Spanish and Portuguese courses at Columbia University, consult *Columbia College Bulletin.***

# STATISTICS

1255 Amsterdam Ave. 854-3652
Room 1005 **www.stat.columbia.edu**

Officers of the University offering courses in Statistics:

**Professors:** Graciela Chichilnisky, Victor H. de la Peña, Andrew Gelman, Christopher C. Heyde, Ioannis Karatzas (Mathematics), David H. Krantz (Psychology), Shaw-Hwa Lo (Chair), Paul Meier (Emeritus), Daniel Rabinowitz, Zhiliang Ying

**Assistant Professors:** Regina G. Dolgoarshinnykh, Takaki Hayashi, Martin A. Lindquist, Ji Meng Loh, Jan Vecer, Tian Zheng

**Adjunct Professor:** Demissie Alemayehu

**Affiliated Faculty:** Emilia Bagiella (Biostatistics), Melissa D. Begg (Biostatistics), Guillermo Gallego (Industrial Engineering and Operations Research), Jonathan L. Gross (Computer Science), Steven Kou (Industrial Engineering and Operations Research), Bruce Levin (Biostatistics), Xin-Hua Liu (Biostatistics), Myunghee C. Paik (Biostatistics), Michael Parides (Biostatistics), Eva Petkova (Biostatistics), Dong Hong Phong (Mathematics), Karl Sigman (Industrial Engineering and Operations Research), Mikhail Smirnov (Mathematics), Andrea Troxel (Biostatistics), Christine Waternaux (Biostatistics)

**Barnard Departmental Representative:** Takaki Hayashi, x 43969, hayashi@stat.columbia.edu

The Department of Statistics offers a wide range of courses in probability and statistics. Probability and statistics deal with phenomena involving uncertainty. Probability theory describes the behavior of given random systems, while statistical methods facilitate the discovery of hidden regularities in such systems from observed data. The department trains students to apply statistical methodology in their later careers in the biomedical or social sciences, business, engineering, etc., or to continue with graduate study in statistics, business management, operations research, and related fields. Members of the department are actively engaged in both theoretical and applied research. Students may not take both 1001 and 1111 for credit. Certain majors require 1111. Consult the respective major department.

## Requirements for the Major

All majors should consult the departmental representative regularly in planning their programs of study. The requirements listed below are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. As a rule, no more than 12 points of transfer credit may be accepted toward the major.

A total of 13 courses are required for the major, including:

Mathematics V 1101, V 1102, and V 2010, or their equivalents. (However, students are advised to take at least one more semester of calculus.)

STAT W 1211, either STAT W 3000 or STAT–IEOR W 4105, Statistics W 3659/4107, W 4315, and W 3701. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 3659/4107, with approval of the adviser.

One approved course in computer science beyond the introductory level and four additional courses to be chosen with departmental approval from statistics, mathematics, computer science, or operations research, at least two of which must be statistics courses numbered above 4200.

## Requirements for the Minor

The minor in Statistics requires 24 points, including: STAT W 1211; either STAT W 3000 or W 4105; W 4107, W 4315; and STAT W 3701 or statistics course above the 4200 level; Math V 1101–V 1102 and V 2010. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 4107, with approval of the adviser.

See Mathematics Department for Mathematics-Statistics Major.

## Courses of Instruction

***STAT W 1001x, y***
**Introduction to Statistical Reasoning**
Friendly introduction emphasizing conceptual understanding and applications. Topics include design of experiments, data collection and graphical display, probability and modeling, normal curve and its approximations, linear regression, confidence intervals, hypothesis testing, computer use for data management. Examples drawn from several areas, including medical studies, genetics, political science, population surveys, economics, legal studies, business, and physics. —x: Instructor TBA; y: Instructor TBA
*Prerequisite: Some high school algebra.*
*3 points.*

***STAT W 1111x, y***
**Introduction to Statistics**
Designed for students in fields (such as economics) that emphasize quantitative methods. Probability concepts and basic theory of sampling distributions are used as aids to quantitative theory and data analysis, with illustrations drawn from the natural and social sciences. Problems of data quality and causal inference; graphical and numerical summaries of data; statistical modeling of relationships between variables; use of computer for data management, evaluation of models, and estimation of parameters. —x; y: Instructor TBA
*Prerequisite: High school mathematics through intermediate algebra. Enrollment limited to 100 per section.*
*3 points. (Recitation section to be arranged.)*

***STAT W 1211x, y***
**Introduction to Statistics B**
Designed for students in fields that emphasize quantitative methods. Probability concepts and basic theory of sampling distribution are used as aids to quantitative reasoning and data analysis, with illustrations drawn from the natural and social sciences. Introduction to use of computers for data management, graph construction, evaluation of regression models, and estimation of unknown parameters. Topics of Statistics W 1111 are covered in greater depth. —Instructor TBA
*Prerequisite: Calculus I. (Recitation section to be arranged.)*
*3 points.*

***STAT W 3000y***
**Introduction to Statistics: Probability Models**
An introduction to the main ideas and tools of probability emphasizing conceptual understanding and problem solving rather than theory. The topics covered include: conditional probability and expectation, independence, Bayes's rule, important distributions, random variables, double integration and joint distribution, variance, central limit theorem, law of large numbers, sums of independent random variables, Markov's inequality, Chebychev's inequality. Examples are drawn from several areas of human knowledge, including: genetics, biology, meteorology, engineering, reliability, medical studies, sports, elections, sampling, and finance. May be used for partial fulfillment of science requirement. —Instructor TBA
*Prerequisite: Calculus I and II.*
*3 points.*

***SIEO W 3600x***
**Introduction to Probability and Statistics**

Fundamentals of probability and statistics used in engineering and applied science. Probability: random variables, useful distributions, expectations, laws of large numbers, central limit theorem. Statistics: point estimations, confidence intervals; hypothesis tests, linear regressions, ANOVA. —Instructor TBA
*Prerequisite: A working knowledge of calculus.*
*4 points.*

***SIEO W 3658x***
**Probability**

Fundamentals of probability theory. Distributions of one or more random variables. Moments. Generating functions. Functions of a random variable. Law of large numbers and the central limit theorem. —Instructor TBA
*Prerequisite: A working knowledge of calculus.*
*3 points.*

***STAT W 3659x, y***
**Statistical Inference**

Principles of statistical inference. Population parameters, sufficient statistics. Basic distribution theory. Point and interval estimation. Method of maximum likelihood. Method of least squares, regression. Introduction to the theory of hypothesis testing. Likelihood ratio tests. Nonparametric procedures. Statistical design theory. Applications to engineering, medicine, and the natural and social sciences.
*Prerequisite: STAT W 3000 or STAT–IEOR W 4105 or the equivalent.*
*3 points.*

***STAT W 3701x, y***
**Advanced Data Analysis**

Data analysis using a computer statistical package and selected exploratory data analysis subroutines. Topics include editing of data for errors, exploratory and standard techniques for one-way analysis of variance, linear regression, and two-way analysis of variance. Material is presented in case-study format. —D. Alemayehu
*Prerequisite: A one-term introductory statistics course.*
*3 points. Two hours of laboratory TBA*

***STAT C 3997x, y***
**Independent Research**

The student participates in the current research of a member of the department and prepares a report on the work. —Staff
*Prerequisite: The permission of a member of the department. May be repeated for credit.*
*3 points.*

***SIEO W 4105x, y***
**Probability**

Fundamentals, random variables, and distribution functions in one or more dimensions; moments, conditional probabilities, and densities; Laplace transforms and characteristic functions. Infinite sequences of random variables; weak and strong laws of large numbers; central limit theorem. —x: Instructor TBA; y: Instructor TBA
*Prerequisite: A working knowledge of calculus. Can be taken as the sole course by students needing a basic knowledge of probability or as the foundation for more advanced courses at the senior undergraduate or M.A. level.*
*3 points.*

***STAT W 4107x or y***
**Statistical Inference**

—Instructor TBA
*This course is identical to STAT W 3659.*
*3 points.*

*STAT W 4109x*
**Probability and Statistical Inference**
—Instructor TBA
*Combined STAT W 4105 and W 4107.*
*6 points.*

*QMSS W 4015y*
**Statistics for the Social Sciences**
Students will learn the elements of a statistical computing language and the use of standard statistical programs to explore and characterize social data from archival sources, field observations, surveys, and controlled experiments. —Instructor TBA
*Prerequisite: A one-semester Introduction to Statistics.*
*3 points.*

*SIEO W 4150x, y*
**Introduction to Probability and Statistics**
Fundamentals of probability theory and statistical inference used in engineering and applied science. Probabilistic models, random variables, useful distributions, expectations, law of large numbers, central limit theorem. Statistical inference: point and confidence interval estimation, hypothesis tests, linear regression. —x: Instructor TBA; y: Instructor TBA
*Prerequisite: A working knowledge of calculus.*
*3 points.*

*STAT W 4201*
**Advanced Data Analysis**
—D. Alemayehu
*This course is identical to STAT W 3701.*
*3 points.*

*STAT W 4220x, y*
**Analysis of Categorical Data**
A thorough study of the fourfold table, with applications to epidemiological and clinical studies. Significance versus magnitude of associations, estimation of relative risk; matching cases and controls; effects, measurement, and control of misclassification errors; combining evidence from many studies. —x: Instructor TBA; y: Instructor TBA
*Identical to Public Health P8120. Prerequisite: A calculus-based first course in statistics, such as STAT W 4107 or SIEOR W 4150, and permission of the instructor.*
*3 points.*

*STAT W 4315x, y*
**Linear Regression Models**
Theory and practice of regression analysis. Simple and multiple regression, including testing, estimation and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, fixed effects ANOVA and ANCOVA models, nonlinear regression, multiple comparisons, colinearity and confounding, model selection. Geometric approach to the theory and use of the computer to analyze data will both be emphasized. —x: Instructor TBA; y: Instructor TBA
*Identical to Public Health P8111. Prerequisite: Probability and statistics at the level of W 4150 or W 4105 or W 3000 and 4107 taken concurrently, linear algebra, and calculus.*
*3 points.*

*STAT W 4325x, y*
**Generalized Linear Models**
Topics include log-linear models for count data, analysis of ordered categorical data, analysis of continuous data where the variability increases with the mean, survival analysis, and model checking. —x: Instructor TBA; y: Instructor TBA
*Identical to Public Health P 8121. Prerequisite: Permission of the instructor and STAT W 4107, STAT W 4315, MAT 2010.*
*3 points.*

***STAT W 4327y***
**Design of Experiments**
Principles in the design and analysis of controlled experiments: Latin squares, incomplete block designs, crossover designs, fractional, factorial designs, confounding. —Instructor TBA
*Identical to Public Health P8116.*
*3 points.*

***STAT W 4330x***
**Multilevel Models**
Setup, inference, and checking the fit of multilevel models (also called hierarchical, random-effects, and mixed-effects models). Computation using various software packages and applications in social science and elsewhere. —A. Gelman
*Prerequisite: STAT W 4315 or the equivalent.*
*3 points.*

***STAT W 4335x***
**Sample Surveys**
An introductory course on design and analysis of sample surveys. The goals are to (1) learn how sample surveys are conducted and why these designs are used; (2) learn how to analyze survey results; and (3) be able to derive from first principles the standard results and their generalization. Design topics include simple random sampling, stratified sampling, systemic sampling, and cluster sampling. Analysis topics include post-stratification, ratio estimation, regression estimation, weighting, and Bayesian smoothing. We will discuss in detail surveys from areas including public health, social work, and opinion polling, and other topics of interest to the participants. —A. Gelman
*Identical to Public Health P8115.*
*3 points.*

***STAT W 4413x***
**Nonparametric Statistics**
Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Tolerance limits. Robust estimation. Introduction to sequential statistical procedures. Applications to quality control and clinical trials. —Instructor TBA
*Identical to Public Health P8117. Prerequisite: STAT W 4107. Alternate years.*
*3 points.*

***STAT W 4415y***
**Multivariate Statistical Inference**
Multivariate normal distribution; multivariate regression and analysis of variance; canonical correlation and tests of independence. Principal components and other models for factor analysis. Discriminant functions and the classification problem; cluster analysis. —Instructor TBA
*Identical to Public Health P8129. Prerequisite: STAT W 4315 or the equivalent.*
*3 points.*

***STAT W 4419y***
**Decision Analysis**
Bayesian decision analysis, decision trees, expected value, utility theorem and evaluation of utilities, subjective probabilities and calibration, Bayesian inference. Examples from public health, medicine, political science, economics, and operations research. —A. Gelman
*Prerequisite: One semester of probability or the equivalent.*
*3 points.*

***STAT W 4437x***
**Time Series Analysis**

Least squares smoothing and prediction, linear systems, Fourier analysis, and spectral estimation. Discussion of the impulse response and transfer function. Fourier series, the fast Fourier transform algorithm, autocorellation function, and spectral density. Univariate Box-Jenkins modeling and forecasting. Emphasis is on practical applications and the theoretical foundation necessary for understanding and extending these applications in examples from the physical sciences, social sciences, and business. Computing is an integral part of the course. —Instructor TBA
*Prerequisite: STAT W 4315 or the equivalent.*
*3 points.*

***STAT W 4543x***
**Survival Analysis**

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions and related functions, comparison of two or more survival distributions, the proportional hazard and accelerated lifetime models for covariate data, regression analysis with lifetime data. —W. Y. Tsai
*Prerequisites: STAT W 3659/4107 or the equivalent.*
*3 points.*

***SIEO W 4606x, y***
**Elementary Stochastic Processes**

Review of elements of probability theory. Poisson distribution process. Exponential distribution. Renewal theory. Wald's equation. Introduction to discrete time, Markov chains, and applications to queuing theory, inventory models, branching processes. —x: Instructor TBA; y: Instructor TBA
*Prerequisite: STAT W 3000 or Statistics IEOR W 4105, or the equivalent.*
*Note: Offered by Statistics Department in the Spring. Permission of the instructor required.*
*3 points.*

# THEATRE

507 Milbank Hall

854-2080
Fax: 854-1840
**www.barnard.edu/theatre**

**Professor:** Denny Partridge[2] (Alice B. Pels Professor of Theatre)

**Assistant Professor:** Shawn-Marie Garrett

**Senior Lecturers:** Patricia Denison (Acting Chair, English), Steve Friedman[2], Amy Trompetter

**Lecturers:** Erik Flatmo, Rebecca Guy

**Theatre Administrator:** Katherine Kavanagh (Director of the Minor Latham Playhouse)

**Technical Director:** Joseph Cairo

**Production Manager:** Christine Umali

*Other officer of the University offering courses listed below:*

**Assistant Professor:** Martin Puchner[1] (Director of Undergraduate Studies, Drama and Theatre Arts)

[1]Absent on leave 2004-05.

[2]Absent on leave Fall Semester.

The Barnard College Theatre major, a joint program with the Columbia College major in Drama and Theatre Arts, teaches students to create and interpret drama and theatre in the context of a liberal arts curriculum. Early in the major, students are given a foundation in theatre history and world theatre traditions as well as in performance and production. As students continue to move through the program, they acquire a comprehensive knowledge of dramatic literature, theatre history, and theories of the theatre, which they learn to integrate with their growing expertise in acting, directing, design, and playwriting. Committed to situating theatre within cultural and historical contexts, the program examines different traditions around the world and the ways in which they interact. Course offerings cover diverse traditions and forms of theatre, ranging from Shakespeare, Chinese opera, and commedia dell'arte to stage realism, expressionism, and the avant-garde, in lectures, seminars, acting labs, design studios, and performances at the Minor Latham Playhouse. The major culminates in an individually designed senior project, which approaches theatre performance by means of creative interpretation as well as literary, historical, and theoretical analysis. The senior project results in either a theatre production or a written thesis grounded in historical and scholarly research.

Plays participate in literary traditions, but they, along with other kinds of performances, are also part of social life. Theatre thus emerges as a site of cultural innovation, transmission, and contestation involving a variety of languages including verbal, scenic, musical, and physical. Fostering both creative and analytic thought, the theatre major is valuable not only to undergraduates who aim to pursue advanced degrees or careers in the field but also to those interested in the study of languages, literatures, and the arts. For this reason, students are encouraged to supplement their course work in drama and theatre with courses in other departments such as Anthropology, Architecture, Art History, Classics, Dance, Film, Literature, Music, and Philosophy.

## Requirements for the Major

Courses in theatre practice are offered at Barnard. Courses in dramatic literature are available at both Barnard and Columbia. Students intending to major in Theatre should consult with the department chair in their sophomore year or earlier to plan a program.

Twelve courses and one senior thesis (in Performance **or** in History, Drama, and Criticism) are required as follows:

**I. Dramatic literature and theatre history** (6 courses as set forth below):

A. Two courses in Theatre History: THTR BC 3150 and 3151
B. Drama, Theatre, and Theory: THTR BC 3166 or ENTA W 3702
C. ENGL BC 3163 or 3164 or ENTH BC 3136. Another course in Shakespeare may be substituted with the adviser's permission.
D. Two courses in dramatic literature selected from ENTH BC 3137, ENTH BC 3139, ENTH BC 3140, THTR BC 3143, THTR BC 3737, or THTR BC 3750.
Other courses in dramatic literature may be selected from offerings in English or other world literature with the adviser's permission.
NOTE: One course from either (C) or (D) above must be a seminar.

**II. Theatre Practice** (6 courses, to be taken in the following sequence, when possible):

A. One course in theatre design: THTR BC 3134, 3135, or 3136
B. One course in acting from the umbrella course THTR BC 3004, 3005
C. One course in world theatre: THTR BC 3000 (preferably taken in the junior year)
D. One course in directing: THTR BC 3201
E. Two courses that continue work in one of these areas: acting, design, directing, or playwriting. These choices should be made in consultation with the major adviser. Other courses may be substituted with the chair's permission.

**III. One Senior Thesis:** The senior Theatre major must complete THTR BC 3997 *Senior Thesis: Performance* **or** THTR BC 3998 *Senior Thesis: History, Drama, Criticism.*

## Courses of Instruction

Please note that there is an 18-point limit on studio courses for non-majors. A major may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are THTR BC 2003, THTR BC 2004, THTR BC 2006, THTR BC 2120, THTR BC 3004–3006, THTR BC 3122.

***THTR BC 2002y***
**New York Theatre**

Students attend a variety of performances as well as a weekly lab meeting. Emphasis on expanding students' critical vocabulary and understanding of current New York theatre and its history. Section on contemporary New York theatre management and production practices.
—S. Garrett
*Limited enrollment. Lab fee $130.*
*3 points.*

***THTR BC 2003y***
**Voice and Speech**

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts. —Jessica Claire
*Enrollment limited to 14 students. Audition required.*
*2 points.*

*THTR BC 2004x*
**Movement for Actors**

An exploration of the actor's physical performance. Classical and contemporary approaches to theatre movement. —David Neumann

*Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Audition required.*

*2 points.*

*THTR BC 2006x*
**First-Year Scene Lab**

Scenes from the classic and modern repertory, which are directed by advanced directing students, and performed and critiqued in a weekly workshop. Lab participants are expected to rehearse for two hours a week outside of class, and to participate in group discussions about the plays, playwrights, and performances. —R. Guy

*1 point.*

*THTR BC 2120x*
**Technical Production**

A general introduction to all aspects of working backstage. The class will break into crews for the creation of lighting, scenery, props, sound, costumes, and rigging, as well as for the stage management and running of the department season.—J. Cairo

*Includes crew assignment.*

*3 points.*

*THTR BC 3000x*
**World Theatre**

A study of non-Western theatre to gain new approaches to Western theatre practice. Structured as a series of master classes with visiting artists from various world theatre genres. —A. Trompetter

*3 points.*

*THTR BC 3004x, 3005y*
**Acting Lab**

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with four objectives in common:

a. To focus on a particular genre, playwright, or approach to live performance.
b. To combine theory and practice. Each class will have an ongoing balance of academic and on-one's-feet work throughout the term. Homework assignments will include scene preparation, reading, research, and both individual and group projects.
c. To explore the social and political context of the work at hand.
d. To realize the integration required in all acting: ultimately, this is an acting course, and the end goal is what happens on stage.

The acting lab courses are intentionally non-sequential. Students come to the study of acting with widely varying talents and backgrounds. The mix of levels enriches the collaborative experience and offers greater flexibility for students.

No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's Barnard career. Auditions are required for all Acting Labs and will take place the first two evenings of each semester. Please check with the Theatre Department office for specific offerings and audition sign-up. —Staff

*Enrollment in each section limited to 14 students. Audition Required*

*3 points. Courses will rotate regularly and may include the following:*

**Acting Solo Performance**

Physical and vocal techniques for solo performance. Selection and performance of classic and modern texts, development of original material suitable to each student. —S. Friedman

**Acting Improvisation**

Students will develop skills for ensemble work through improvisation, transformation, storytelling, and scene creation.

**Acting Puppets and Masks**
Focuses on an approach to acting that emphasizes physical awareness and communication through posture, gesture, and movement. Masks and puppets will be used for character exploration, scenario development, and chorus work. Includes coordination of text and movement with exploration of 20th Century Expressionist and Surrealist texts. —A. Trompetter

**Acting Chinese Opera**
Training in the four performance skills of Chinese opera: song, speech, stylized movement/acting, and stage combat. Looks at Chinese opera in its historical context in order to understand the nature of the performance tradition. —Qian Yi

**Acting Naturalism**
An eclectic approach to naturalistic acting techniques; an examination of performance practice through scene study; emphasis will be placed on works by Williams, Miller, and others. —R. Guy

**Acting the Avant-Garde**
Intensive monologue and scene work, along with theoretical reading and discussion, exploring the particular performance skills needed for experimental drama, beginning with Jarry, and including Beckett, Artaud, Ionesco, Genet, Stein, and others.

**Acting Brecht**
Intensive scene work, along with theoretical reading, analysis, and discussion. In-depth work on three or more major plays, poetry, and selected short pieces. Practical applications of the "alienation effect" and other Brechtian ideas.

**Acting Chekhov**
Scene study, improvisation, and character and monologue work. An examination of the artistic and social context of Chekhov's work, including the acting theories of Stanislavski and the politics of naturalism. —D. Partridge

**Acting Shakespeare**
An exploration of character, language, and action through sonnets, monologues, and scenes. —S. Friedman

**Acting Commedia dell'arte**
A practical approach to the comedy of class conflict, both classic and modern, based primarily on the techniques and characters of commedia dell'arte.

*THTR BC 3006y*
**Advanced Acting Lab**
Special problems of performance. In-class scene work, extensive outside research, rehearsals, and reading. —R. Guy
*Preference given to juniors and seniors. Enrollment limited to 14 students. Audition required.*
*3 points.*

*THTR BC 3122x, y*
**Rehearsal and Performance**
Students take part in the full production of a play as actors, designers, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments. —D. Partridge, S. Friedman, A. Trompetter, E. Flatmo, R. Guy, J. Cairo
*A studio course, subject to the cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester. Will be graded. Students not wishing to take this course for credit may participate fully in departmental productions with the permission of the instructors.*
*1–3 points.*

*THTR BC 3134y*
**Lighting Design**
Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. —H. Rosenblum
*Enrollment limited to 14 students.*
*3 points.*

*THTR 3135x*
**Scene Design**
An approach to designing for the theatre. Techniques of script analysis, sketching, painting, storyboards, mock-ups, and model-making. Research of genres including Western and Eastern traditions. —E. Flatmo
*Enrollment limited to 14 students.*
*3 points.*

*THTR BC 3136y*
**Costume and Mask Workshop**
Visual interpretation of script and character through costume and mask construction, drawing, painting, and sculpting. Final project based on design and performance of Medieval and Renaissance texts. —A. Trompetter
*Enrollment limited to 14 students.*
*3 points.*

*ENTH BC 3136y*
**Shakespeare in Performance**
The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. Explores Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison
*Enrollment limited to 18 students.*
*4 points.*

*ENTH BC 3137y*
**Restoration and 18th-Century Drama**
Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Centlivre, Dryden, Congreve, Gay, Goldsmith, and Sheridan. —P. Denison
*Enrollment limited to 18 students.*
*4 points. Not offered in 2004–05.*

*ENTH BC 3139y*
**Modern American Drama and Performance**
Modern American drama in the context of theatrical exploration and cultural contestation. Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, Hellman, Stein, Miller, and Fornes. —P. Denison
*Enrollment limited to 18 students. Lab fee $60.*
*4 points.*

*ENTH BC 3140y*
**Women in Theatre**
An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin
*Enrollment limited to 18 students.*
*4 points.*

***THTR BC 3143y***
**Drama and Film**

A study of international classic films that preserve historic performances and exemplify important aspects of drama. Assigned reading of plays and criticism related directly and indirectly to these films; weekly writing assignments. —Instructor TBA
*Enrollment limited to 18 students.*
*4 points. Not offered in 2004–05.*

***THTR BC 3150x***
**Theatre History I**

Study of western European theatre history from its origins to 1700. Approaches include closely reading drama and theory; staging dramatic readings; examining historical evidence; exploring the relationships between history and performance and among social orders, dramatic forms, performance styles, and theatre architectures; questioning constructions of character and gender; writing substantial essays. —S. Garrett
*3 points.*

***THTR BC 3151y***
**Theatre History II**

Study of European and American theatre history from 1700 to the present. Approaches include those listed in BC 3150, as well as studying constructions of race in the theatre and examining the relationships among modern theatrical theory, playwriting, and performance. —S. Garrett
*3 points.*

***THTR BC 3166y***
**Drama, Theatre, and Theory**

The theatre event, variously defined, seen through the theories and techniques of selected western artists and theorists, ancient and modern. Course assignments include readings of criticism, theory, and drama; video viewings; and critical essay writing. —S. Garrett
*Enrollment limited to 18 students.*
*4 points.*

***ENTA W 3702y***
**Drama, Theatre, and Theory**

Emphasizes both theory and close reading, investigating such topics as anti-theatrical prejudice, the theory and critique of acting, the hope for a political theatre, the question of mimesis, the relation between theatre and philosophy. Theoretical texts from Plato to Derrida; plays by Beckett, Brecht, Pirandello, Stein, Churchill, Handke, and others. —M. Puchner
*Permission of the instructor required.*
*4 points. Not offered in 2004–05.*

***THTR BC 3201y***
**Directing Lab**

Approaches to staging a play, with an emphasis on physical, visual, and rhythmic techniques. Students will direct one short piece for public performance. —D. Partridge
*Preference given to junior and senior Theatre majors. Enrollment limited to 18 students. Prerequisite: One design or technical course and permission of the instructor. A production crew is required for this course.*
*3 points.*

***THTR BC 3202x***
**Advanced Directing**

Students will work on a variety of plays from the world theatre repertory and direct scenes using members of the first-year lab. Directorial analysis, preparation, working with actors, and production planning. —R. Guy
*Enrollment limited to senior Theatre majors and may be preliminary to Senior Thesis: Performance. Weekly scene showings. Prerequisite: THTR BC 3201 and permission of the instructor.*
*3 points.*

*THTR BC 3250*
**Alternative Theatre Lab**

Students create a new play through first-hand interviews and conversations, written accounts and newspaper articles, improvisations and rehearsals. In the final month, the play will tour to venues that might not ordinarily house live theatre. —D. Partridge
Enrollment limited to 12 students.
*4 points. Not offered in 2004-05.*

*THTR BC 3300x*
**Playwriting Lab**

Student playwrights will create and develop original work both in and outside of class. Projects will culminate in performance; playwrights will be active participants in casting, design, and staging. —S. Friedman
*Instructor's permission and writing sample required.*
*3 points. Not offered in 2004-05.*

*THTR BC 3301y*
**Play Development II**

Required for a senior thesis in playwriting. There will be weekly meetings to present outside writing assignments geared to the students' original projects as decided in consulation with the instructor. These projects may include dramatic adaptations of existing material as well as original plays. —S. Friedman
*Senior standing required; for theatre majors only. Enrillment limited to 15 students.*
*3 points. Not offered in 2004-05.*

*THTR BC 3510y*
**Problems in Design**

Students will work on design problems in collaboration with specific faculty and student directed production that semester. Emphasis may be on set, costume, lighting and/or sound. Script analysis, visual presentation, partipation in rehearsal process, production planning meetings, and design realization are a part of this course. —E. Flatmo
*Prerequisites: THTR BC 3134 or 3135 and permission of the instructor.*
*4 points.*

*THTR BC 3737y*
**Modernism and Theatre**

Interdisciplinary study of major European and American theatrical trends since the mid-19th century through readings of drama, theory, and criticism; music listening; video viewings; study of visual art; and excursions to New York performances and museums. —S. Garrett
*4 points. Not offered in 2004-05.*

*THTR BC 3750y*
**The History Play**

Theatrical performance is fundamentally historical in form: simultaneously enacted and written, diachronic and synchronic, collective and individual. As it shapes historical material into dramatic form, the theatre also stages its own history. Investigates the many questions surrounding these processes. —S. Garrett
*Permission of the instructor required.*
*4 points. Not offered in 2004-05.*

***THTR BC 3997x, y***
**Senior Thesis: Performance**

Students will direct, design, or write a short play that will be produced (according to departmental guidelines) in the Senior Thesis Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal should be submitted in the Autumn term, and a final paper is required. Students wishing to do a thesis in acting will work with a faculty or guest director on suitable dramatic material for performance. —D. Partridge, S. Friedman, A. Trompetter, E. Flatmo, R. Guy

*Prerequisite: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances.*
*4 points.*

***THTR BC 3998x, y***
**Senior Thesis: History, Drama, and Criticism**

Students will write a paper of substance according to departmental guidelines. Students will be expected to take part in group discussions with faculty and other students writing a senior thesis. —S. Garrett

*Prerequisite: Appropriate coursework and production experience. Enrollment limited to senior Theatre majors.*
*4 points.*

***THTR BC 3999***
**Independent Study**

Students submit, before the semester begins, a detailed proposal for independent research to a faculty sponsor.

*Permission of the instructor and the chair required.*
*1-3 points.*

***THTR BC 4001***
**Visual Scenography**

Students examine the visual and aural vocabulary of dramatic texts and related opera and film adaptations. Readings and discussions focus on directors and playwrights including Vsevolod Meyerhold, Tadeusz Kantor, Robert Wilson, Georg Buchner, Frank Wedekind, and Gertrude Stein. Skill in expressing content through form is gained by weekly exercise in story board creation and the performance of original visual scripts. –A. Trompetter

*Prerequisite: Instructor's permission*
*Limited to 15 Lab Fee $35*
*3 points*

# URBAN STUDIES

404 Milbank Hall 854-4073
**www.barnard.edu/urban**

This program is supervised by the Committee on Urban Studies:

**Assistant Professor of History and Urban Studies:** Owen Gutfreund (Director)

**Professor of Anthropology:** Nan Rothschild

**Professor of Art History and Archaeology:** Hilary Ballon[1]

**Associate Professor of Practice in Architecture:** Karen Fairbanks

**Assistant Professor of Architecture and Urban Studies:** David Smiley

**Assistant Professor of Economics:** Randall Reback

**Professor of Education:** Susan Sacks

**Professor of History:** Kenneth T. Jackson

**Professors of Political Science:** Ester Fuchs[2], Demetrios Caraley (Janet H. Robb Professor Emeritus and Research Scholar)

**Assistant Professor of Political Science and Urban Studies:** Kimberley Johnson[1]

**Assistant Professor of Sociology:** Sudhir Venkatesh

**Professor of Urban Planning and Public Policy:** Elliot Sclar

**Dean of Academic Affairs, Columbia College:** Kathryn Yatrakis

[1]Absent on leave 2004–05.

[2]Absent on leave Fall 2004.

The Urban Studies Program offers students the opportunity to learn about the complex institutions, problems, and achievements of city life. By integrating study from numerous academic departments in an interdisciplinary approach, enhanced by a year-long colloquium taken by all majors during the junior year, students develop a rich and nuanced understanding of modern cities.

## Requirements for the Major

A major in Urban Studies can be taken only in conjunction with a specialization in one of the regular departments.

In order to major in Urban Studies, a student must fulfill the following requirements:

A. **One course** dealing primarily with urban subject matter **from each of three of the following departments**: Anthropology, Economics, History, Political Science, Sociology. A list of appropriate courses is available in the Program Office.

*Note*: If you are specializing in one of the departments listed above, you can double-count one "A" requirement course for your specialization requirement (D. below).

B. **One course** dealing primarily with urban subject matter from one department other than those listed above (such as Art History, Education, English, Environmental Science, Psychology, or Urban Planning).

*Note*: If you are specializing in one of the departments listed above, you can double-count one "B" requirement course for your specialization requirement (D. below).

C. **One course in Methods of Analysis** (such as POLS W 4910, URBS BC 3200, or SOCI V 1205). A list of eligible courses can be obtained from the Program Office or from the Program's web site.

D. **Five or more courses in a specialization** in one of the participating departments, as specified in the Urban Studies handout, available from Program Office, and on the Program's web site.

E. In the junior year, **the two junior colloquia** in Urban Studies:
URBS V 3545x *Shaping of the Modern City*
URBS V 3546y *Contemporary Urban Issues*

F. In the senior year, **a senior thesis written in conjunction with a two-semester research seminar**, chosen from the following three options:
1. Senior Research Seminar in the department of specialization
2. Senior Seminar in Urban Studies: New York Field Research (V 3994x–3995y)
3. Senior Seminar in Urban Studies: The Built Environment (V 3992x–3993y)

The list of specific courses that satisfy these requirements and of the departments that offer specializations for Urban Studies majors, is available in the Program Office (404 Milbank) and on the Program's web site. Appropriate courses can be substituted with the approval of the director or the Columbia College advisor.

**There is no minor in Urban Studies.**

# Courses of Instruction

## Lecture

*URBS V 3525y*
**20th-Century Urbanization in Comparative Perspective**
An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered, as well as North American cities. —O. Gutfreund
*3 points.*

## Colloquia and Seminars

*URBS V 3545x–3546y*
**Junior Colloquia in Urban Studies**
*Autumn Term:* Shaping of the Modern City. An introduction to the historical process and social consequences of urban growth. Topics include immigration, economic development, segregation, suburbanization, and urban revitalization. —O. Gutfreund
*Admission by application only. Enrollment limited to 18 students per section.*
*Spring Term:* Contemporary Urban Issues. An evaluation of current political, economic, social, cultural and physical forces that are shaping urban areas. —K. Johnson
*Admission by application only. Enrollment limited to 18 students per section.*
*4 points.*

*URBS V 3550y*
**Community Building and Economic Development**
Community building has emerged as an important approach to creating an economic base, reducing poverty, and improving the quality of life in urban neighborhoods. The impact of community building on the economic, social, and political development of urban neighborhoods. —L. Abzug
*Admission by application only. Enrollment limited to 16 students.*
*4 points.*

*URBS V 3560x*
**The Urban Planning Process: Land-Use Planning in the U.S.**
Readings and discussion focusing on the basic processes of urban planning, from the creation of master plans to narrower planning topics including zoning boards, planning to alleviate housing shortages, use of property tax incentives, recent smart growth initiatives, and historic preservation rules. —P. Abeles
*Prerequisites: Sophomore standing and departmental approval. Limited to 16 students.*
*4 points.*

*URBS V 3910y*
**The Post-War American City**
An interdisciplinary study of American cities, focusing on the physical, political, social, and economic changes of the last 50 years, including an examination of new metropolitan settlement patterns and their ramifications. A wide range of examples will be considered, including sunbelt cities, edge cities, the rustbelt, and suburban communities. —O. Gutfreund, K. Yatrakis
*Prerequisite: One introductory course in either American History or Politics or Urban History or Politics and permission of the instructor.*
*4 points. Not offered in 2004–05.*

*URBS V 3992x–3993y*
**Senior Seminar in Urban Studies: The Built Environment**
Emphasizes the study of the built environment of cities and suburbs, and the related debates. Seminar readings, class presentations, and written reports culminate in major individual projects that combine written work and design work. Readings will include architecture, urban design, urban planning, and urban history. —D. Smiley
*Prerequisite: Senior standing. Admission by application only. Participation is for two terms.*
*4 points (per term).*

*URBS V 3994x–3995y*
**Senior Seminar in Urban Studies: New York Field Research**
An ongoing program that develops an original social research project from start to completion. Using New York City as a research laboratory and working under the guidance of the faculty coordinator, students learn many of the basic research tools used by social scientists. —T. Kamber
*Prerequisite: Senior standing. Admission by application only. Participation is for two terms.*
*4 points (per term).*

## Course in Quantitative Methods

*URBS BC 3200x*
**Program Evaluation: Methods and Case Studies**
An introduction to the approaches and methodology of program evaluation. Issues addressed: planning, program monitoring, process and outcome assessment, and benefit/cost critiques. Case studies will provide real-world examples of program evaluation techniques. Includes instruction on statistical techniques and computer software. Guest speakers will discuss urban programs in New York City in which they are involved. —Instructor TBA
*Satisfies Quantitative Reasoning requirement. Recommended prerequisite: POLS BC 1001 or POLS V 3313.*
*3 points.*

# WOMEN'S STUDIES

201 Barnard Hall

854-2108

**www.barnard.columbia.edu/wmstud**

**Professors:** Natalie B. Kampen[1] (Chair), Alison Wylie, Dorothy Ko[2] (History), Chikwenye Ogunyemi (Visiting), Paula Ettelbrick (Visiting), Janet Jakobsen (Adjunct)

**Associate Professors:** Elizabeth Castelli (Religion), Irena Klepfisz (Adjunct), Laura Kay[1] (Physics), Lisa Tiersten (History)

**Assistant Professors:** Elizabeth Bernstein (Sociology), Lisa Collins (Visiting), Anupama Rao[3] (History), Rebecca Young

**Senior Lecturers:** Timea Szell (English)

**Senior Associate:** Quandra Prettyman (English)

**Associates:** Christina Cynn, Patricia Romeu, Maxine Weisgrau

**Mellon Post–Doctoral Fellow:** Amanda Swarr

[1]Absent on leave Spring term.

[2]Absent on leave Autumn term.

[3]Absent on leave 2004-05.

Women's Studies is an interdisciplinary department for students who wish to explore the basic questions raised by recent scholarship on gender and its relation to other systems of cultural/political difference: race, class, ethnicity, and sexual orientation. This scholarship covers a complex variety of theoretical and empirical studies both within traditional disciplines and in interdisciplinary frames. Such areas include gender theory (in the humanities, in the social sciences, and in the natural sciences, as well as frequent combinations of the three); empirical studies in areas as diverse as primatology, classical philology, and international relations; and empirical work in interdisciplinary areas such as East Asian culture, post-colonial studies, film studies, and gay and lesbian studies.

Early in their sophomore year, students interested in the major should consult the department to plan their major. Students also have the option of electing a joint or double major and have access to Columbia graduate courses, since some cover special areas not otherwise available at Barnard. A minor in Women's Studies is also offered.

Complementing the Women's Studies Department, the Barnard Center for Research on Women maintains an extensive and expanding resource collection on women's issues. The center also sponsors a variety of lectures and discussions that are invaluable to students interested in Women's Studies.

## Requirements for the Major

Majors in the department are trained in interdisciplinary research skills and will focus their studies around a thematic or discipline-based concentration. The requirements for the major are the following 13 courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
   - WMST V 3311 *Colloquium in Feminist Theory*
   - WMST V 3312 *Theorizing Women's Activism*
   - WMST V 3313 *Colloquium on Feminist Inquiry*

5. and 6. Two semesters of *Senior Thesis Seminar*, WMST V 3521–3522
7. One course in Women's History (from a list specified by the department)
8. One course with a focus on comparative studies of women and gender (from a list specified by the department)
9.–13. Five other courses devoting at least half of their content to issues of gender. At least three of these courses will have either a disciplinary focus or a thematic focus. Selection of these courses will be with the guidance and approval of student's adviser in the department.

Three thematic clusters are currently offered in the department: Gender and Representation; Gender, Science, and Health; Gender and Sexualities Studies. Students can develop other thematic concentrations with the department's approval.

The thesis, Women's Studies V 3521–3522, provides an opportunity for senior majors to engage in original interdisciplinary research and to bring to bear the theoretical emphasis of feminist scholarship on a particular area of investigation. Further, in the senior seminar, majors have the opportunity to discuss methodological issues and problems of research in a directed and supportive environment.

Special projects using the city's resources may be developed into term papers or incorporated into the senior essay. An extensive project under the sponsorship of a faculty member may be offered for course credits as Women's Studies BC 3599 *Independent Research.*

## Requirements for the Combined Major

The requirements for the combined major are as follows:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
   - WMST V 3311 *Colloquium in Feminist Theory*
   - WMST V 3312 *Theorizing Women's Activism*
   - WMST V 3313 *Colloquium on Feminist Inquiry*
5.–7. Three other courses devoting at least half of their content to issues of gender, one of which should be in a distribution field other than that of the combining major.

Two semesters of Senior Thesis Seminar to be taken either through Women's Studies or the other department or program. The senior essay shall integrate the two fields of inquiry.

The requisite number of courses in the combining field, to be determined by the chair of the department or program.

## Requirements for the Minor

A minor in Women's Studies consists of the following five courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. One of the three junior-level courses to be chosen from:
   - WMST V 3311 *Colloquium in Feminist Theory*
   - WMST V 3312 *Theorizing Women's Activism*
   - WMST V 3313 *Colloquium on Feminist Inquiry*
4. and 5. Two other women's studies courses.

# Courses of Instruction

***WMST V 1001x***
**Introduction to Women's and Gender Studies**
Starting with the lives and experiences of women in the West, historical, comparative, and global perspectives are incorporated to introduce the commonalities and differences that mark women's lives. Also, investigates how gender intersects with such categories as race, ethnicity, class, sexuality, age, and religion. —A. Wylie, H. Hirsch
*3 points.*

***WMST BC 1050***
**Women and Health**
An interdisciplinary introduction to women's health issues emphasizing interaction of biological and sociocultural influences on women's health. Current biomedical knowledge presented with empirical critiques of scientific knowledge and medical practice in specific health areas such as eating disorders, reproductive physiology, the health care system, etc. —R. Young
*3 points*

***WMST V 3111x, y***
**Feminist Texts I: Wollstonecraft to Beauvoir**
The important contributions to feminist thought in the West, evaluated through critical discussion. Analysis of works by Mary Wollstonecraft, Anna Cooper, Radclyffe Hall, Emma Goldman, C.P. Gilman, Virginia Woolf, Nella Larsen, and others in a study of the roots of the contemporary feminist movement. —x,y: Instructor TBA
*Permission of the instructor required. Enrollment limited to 20 students.*
*4 points.*

***WMST V 3112x, y***
**Feminist Texts II: Beauvoir to the Present**
Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations. —x: C. Lynn;
y: Instructor TBA (cu)
*Permission of the instructor required. Enrollment limited to 20 students.*
*4 points.*

***WMST BC 3117y***
**Women and Film**
A critical interpretation of film from a feminist perspective and exploration of the relationship of gender to the language of film. —P. Romeu
*3 points.*

***WMST BC 3120x***
**Litany for Survival: Lesbian Texts**
Explores the salience of writing for the historical representation and self-definition of lesbians in a (mostly) Western context. Includes literary questions about language and form in texts as well as historical questions about the contextual construction of lesbian lives and voices in 20th-century America. —A. Cvetkovich
*4 points. Not offered in 2004–05.*

***WMST BC 3121x***
**Black Women in America**
An examination of the experiences of African-American women from slavery through the present. Emphasis will be on the history and historiography of these experiences, as well as on critical issues facing African-American women today. —L. Collins
*4 points.*

***WMST V 3122x***
**The Jewish Woman: Historical and Cultural Perspectives**
Explores the international character of the Jewish people through the experiences of Jewish women in various historical periods and contexts. Identifies issues, past and present, of concern to Jewish women, articulated by contemporary Jewish feminists: perspectives of secularists, observant traditional women, heterosexuals, lesbians, feminists, and activists committed to diverse political ideologies. —I. Klepfisz
*3 points.*

***Art History–Women's Studies AHWS BC 3123y***
**Women and Art**
A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —Instructor TBA
*3 points. Not offered in 2004–05.*

***WMST BC 3130y***
**Discourses of Desire: Introduction to Gay and Lesbian Studies**
An investigation of who or what constitutes the subject(s) of gay and lesbian studies. Themes include the historical, methodological, and epistemological crisis points of essentialism/constructionism; thinking sexuality cross-culturally; gender versus sexuality; the binaries of hetero/homo and male/female; community, identity, differences; personal life and the politics of liberation; the place of feminism in les/bi/gay studies. —Instructor TBA
*3 points.*

***WMST BC 3131y***
**Women and Science**
History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science. —L. Kay
*4 points. Not offered in 2004–05.*

***WMST BC 3132y***
**Gendered Controversies: Women's Bodies and Global Conflicts**
Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women's bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? —M. Weisgrau
*4 points.*

***WMST BC 3134y***
**Unheard Voices: African Women's Literature**
Themes include the politics of the canon in Africa, the problems of language, post-colonial counter-discourse, the African-American continuum, and Third World and Western feminism. Authors include Flora Nwapa, Buchi Emecheta, Nawal El Saadawi, Miriam Tlali, Bessie Head, Alifa Rifaat, Molara Ogundipe-Leslie, Ama Ata Aidoo, Efua Sutherland, and Tess Onwueme. —C. Ogunyemi
*4 points.*

***WMST BC 3902y***
**Gender, Education, and Development**
Examines the links between gender and education planning and policy, with a focus on educational policy initiatives for girls' education implemented by international organizations and local governments in developing countries. —M. Weisgrau
*Prerequisite: Permission of instructor.*
*4 points.*

***WMST BC 3136x***
**Asian American Women**

Explores selected texts written by Asian American women from diverse backgrounds, focusing on issues such as identity, gender, generation, race, class, religion, and language.—C. Cynn
*4 points.*

***English–Women's Studies ENWS BC 3144y***
**Minority Women Writers in the United States**

Literature of 20th-century minority women writers in the United States, with particular emphasis on works by Asian, Black, Hispanic, and Native American women, the historical and cultural as well as the literary framework. —Q. Prettyman
*3 points.*

***WMST V 3311x***
**Colloquium in Feminist Theory**

An exploration of the relationship between new feminist theory and feminist practice both within the academy and in the realm of political organizing. —J. Jakobsen
*Prerequisite: Feminist Texts I or II and permission of the instructor.*
*4 points.*

***WMST V 3312y***
**Theorizing Women's Activism**

Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports, as well as talks by guest lecturers. Students use first-hand knowledge of the practices of specific women's activist organizations as the basis for theoretical work. —J. Jakobsen
*Prerequisite: Feminist Texts I or II and permission of the instructor.*
*4 points.*

***WMST V 3813y***
**Colloquium on Feminist Inquiry**

A survey of research methods from the social sciences and interpretive models from the humanities, inviting students to examine the tension between the production and interpretation of data. Students will receive first-hand experience practicing various research methods and interpretive strategies, while simultaneously considering larger questions of epistemology about how we know what we know. —A. Wylie, R. Young
*Prerequisite: Feminist Texts I or II and permission of the instructor.*
*4 points.*

***WMST V 3521x, 3522y***
**Senior Seminar**

Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar. —x: A. Wylie; y: T. Szell
*Prerequisites: Permission of the instructor required. Enrollment limited to senior majors.*
*4 points.*

***WMST BC 3599x, y***
**Independent Research**

*3 or 4 points. Hours and Instructor TBA*

***WMST W 3915y***
**Gender and Power in Global Perspective**

Gender systems and their historical transformation in Africa, South Asia, East Asia, and the Middle East. Topics include colonialism, global economy, development, population and poverty, sexuality and sex work, comparative revolutions, and ethics of feminist politics. —L. Abu-Lughod
*4 points. Not offered in 2004–05.*

***WMST W 4300x, y***
**Advanced Topics in Women's and Gender Studies**
These seminars are directed toward students with previous work in feminist scholarship but are open to students from any major. Topics will vary with the instructor and students should check with the department each term.
*Permission of the instructor required.*
*4 points.*

**1. The Search for Self—20th-Century U.S. Jewish Women Writers, Part I: 1900–1939**
Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women's quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic. —x: I. Klepfisz

**2. The Search for Self—20th-Century U.S. Jewish Women Writers, Part II: 1939 to the Present**
Examines the memoirs and fiction by American Jewish Women writers from 1939 to the present, with a focus on the relationships between Jewish identity, post-Holocaust consciousness, gender, and class. Writers to be studied include Lucy Dawidowicz, Jo Sinclair, Tillie Olsen, Eva Hoffman, Grace Paley, Helen Epstein, Pearl Abraham, Judith Katz, and Elana Dykewomon. —x: I. Klepfisz
*Not offered in 2004–05.*

**3. Feminism and Science Studies**
Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies. —x: R. Young

**4. Sexuality and the Law**
Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace. —x: P. Ettelbrick

**5. Gender and War**
Theories of war: its cultural meanings, social history, motivations and effects, legal and ethical evaluation, political protest and resistance. —y: E. Castelli

**6. Sexuality and Science**
Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom? —y: Instructor TBA
*Not offered in 2004–05.*

**7. Philosophy of Science**
An analysis of how the production and content of scientific knowledge is gendered. Considers feminist alalyses of objectivity, evidence epistemic authority, and the role of values and interests in science. —A. Wylie
*Prerequisite: Background in Women's Studies, Philosophy, a science, permission of the instructor. Limited to 20. Students cannot take this course for credit if they have already taken PHIL G4840: Topics in Feminism and Philosophy: Feminist Philosophy of Science*
*4 points*

**8. Gender and HIV/AIDS**
An interdisciplinary exploration of feminist approaches to HIV/AIDS with emphasis on the nexus of science and social justice. —y: A.Swarr, R. Young
*4 points*

**9. Sex, Gender and Transgender Queries**
An examination of what it means to be a "real woman." Using autobiographies, ethnographies, and theoretical writings considers "transgender" issues and experiences. —x: A. Swarr
*Limited to 18 (by application)*
*4 points*

## Women's Studies Courses in Other Departments and Programs

There are many courses dealing with issues of gender offered in other departments. Please consult our web page **www.barnard.edu/wmstud** for an up-to-date list.

## First-Year Seminar

First-year students interested in Women's Studies may wish to select their First-Year Seminar from the Women in Literature and Culture cluster. See page 205.

## Courses Offered at Reid Hall in Paris

Periodically, Women's Studies courses are offered at Reid Hall in Paris. Interested students should consult the current *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or **www.ce.columbia.edu/paris**.

# TRUSTEES OF BARNARD COLLEGE

**Chair**
Anna Quindlen

**Vice Chairs**
Gedale B. Horowitz
Constance A. Krueger
Eugene R. McGrath

**Treasurer**
John L. Furth

Rosa Alonso
Stephen E. Bepler
Lee C. Bollinger, ex officio
Jolyne Caruso-FitzGerald
Elaine S. Chapnick
Eleanor T. Elliott, Trustee Emerita
Scott C. Evans
Karen M. Fleiss
Rosemary F. Furman
William T. Golden, Trustee Emeritus
Patricia F. Green, Trustee Emerita
Laird Grant Groody
Janet Helman
Helene L. Kaplan, Chair Emerita and Trustee Emerita
Linda Fayne Levinson
Amy Lai
Cheryl Glicker Milstein
Myra H. Monfort
Patricia H. Nadosy
Margarita Brose Orr
Mary Louise Reid, Trustee Emerita
William Rogers Reid
Patricia C. Remmer, Trustee Emerita
Gayle F. Robinson, Trustee Emerita
Francene S. Rodgers
Arthur Ross, Trustee Emeritus
Judith Shapiro, ex officio, President
Peter W. Stanley
Diana T. Vagelos
Nancy K. Wong
Virginia B. Wright, Trustee Emerita

**Faculty Representatives to the Board of Trustees**
Sally Chapman
Nelson Moe

**Student Representative to the Board of Trustees**
Iris Goldstein '05
Yanni Guo '06

# THE FACULTY OF BARNARD COLLEGE

Judith Shapiro, 1994, President of Barnard College and Dean in the University, Professor of Anthropology
B.A., Brandeis; Ph.D., Columbia

Elizabeth S. Boylan, 1995, Provost and Dean of the Faculty, Professor of Biological Sciences
A.B., Wellesley; Ph.D., Cornell

Flora S. Davidson, 1973, Associate Provost and Adjunct Associate Professor of Political Science
A.B., Barnard; M. Phil., Ph.D., Columbia

Nadia Abuel-Haj, 2002, Assistant Professor of Anthropology
B.A., Bryn Mawr College; Ph.D., Duke

Bashir Abu-Manneh, 2004, Assistant Professor of English
B.A., U. of Haifa, Israel; M.A., U of Warwick, U.K.; Ph.D., U. of Oxford, U.K.

Wendi L. Adamek, 2000, Assistant Professor of Religion
B.A., Ph.D., Stanford

Gail Archer, 1988, Senior Lecturer in Music and Director of the Barnard-Columbia Chorus
B.A., Montclair State College; M.A., U. of Hartford;
M.M., Mannes College of Music; D.M.A., Manhattan School of Music

Randall Balmer, 1991, Professor of Religion
B.A., Trinity; M.A., Trinity Divinity; M.A., Ph.D., Princeton

Peter D. Balsam, 1975, Professor of Psychology and Samuel R. Milbank Chair
B.A., SUNY, Stony Brook; M.A., Ph.D., North Carolina

James G. Basker, 1987, Ann Whitney Olin Professor of English
A.B., Harvard; M.A., Cambridge; D. Phil., Oxford

David Allen Bayer, 1987–88; 1990, Professor of Mathematics
B.A., Swarthmore; Ph.D., Harvard

Stephanie Beardman, Jan. 2002, Assistant Professor of Philosophy
B.A., Vassar, Ph.D., Rutgers U.

Linda J. Beck, 1996, Assistant Professor of Political Science
B.A., Skidmore; M.A., Ph.D., U. of Wisconsin-Madison

Lee Anne Bell, 2002, Adjunct Professor of Education and Director of the Program in Education
B.A., Indiana U.; M.Ed., U. of Hartford, Ed.D., U. of Mass.

Elizabeth Bernstein, Jan. 2002, Assistant Professor of Sociology
B.A., M.A., Ph.D., U. of California, Berkeley

Ari Neal Borrell, 2002, Term Assistant Professor of Asian and Middle Eastern Cultures
B.A., M.A., U. of Wisconsin-Madison; M.Phil., Columbia

Peter M. Bower, 1986, Senior Lecturer in Environmental Science
B.S., Yale; M.A., Queens College; M.P.H., Ph.D., Columbia

Anne Boyman, 1979, Senior Lecturer in French
B.A., M.A., Ph.D., Toronto

Constance Brown, 1980, Lecturer in English and Registrar
A.B., Barnard; M.A., Ph.D., Columbia

Benjamin Buchloh, 1994, Virginia Bloedel Wright '51 Professor of Art History
M. Phil., Freie Universität Berlin; Ph.D., CUNY

André C. Burgstaller, 1977, Professor of Economics
Licence, U. of Geneva; M.A., Toronto; Ph.D., Columbia

Hilary S. Callahan, 1999, Assistant Professor of Biological Sciences
B.A., Yale; Ph.D., U. of Wisconsin

Taylor Carman, 1994, Associate Professor of Philosophy
B.A., U. of Wyoming; Ph.D., Stanford

Mark C. Carnes, 1982, Ann Whitney Olin Professor of History
B.A., Harvard; M.A., Ph.D., Columbia

Elizabeth A. Castelli, 1995, Associate Professor of Religion
A.B., Brown; M.A., Ph.D., Claremont Graduate School

Sally Chapman, 1975, Professor of Chemistry
A.B., Smith; Ph.D., Yale

Tavius Cheatham, 2001, Associate in Physical Education and Director of the Intramural and Recreation Program
B.A., Goucher College; M.S., Brooklyn College

Pamela Beth Cobrin, 2002, Lecturer in English, Director of Writing Center and Associate Director of Writing Program
B.A., Univ. Of Delaware: M.A., Brooklyn College; Ph. D., New York Univ.

Mary Cochran, 2003, Associate Professor of Professional Practice in Dance
B.A., State University of New York

Peter Tracey Connor, 1991, Associate Professor of French
B.A., Trinity College, U. of Dublin; M.A., Ph.D., U. of California, Berkeley

Alexander A. Cooley, 2001, Assistant Professor of Political Science
B.A., Swarthmore College; M.A., M.Phil., Ph.D., Columbia

James Crapotta, 1975, Senior Lecturer in Spanish
B.A., Queens College, CUNY; M.A., Ph.D., Harvard

Paul J. Currie, 1998, Assistant Professor of Psychology
B.A., Queen's U.; M.A., Ph.D., U. of Manitoba

Dennis G. Dalton, 1969, Professor of Political Science
A.B., Rutgers; M.A., Chicago; Ph.D., Columbia

Patricia D. Denison, 1990, Senior Lecturer in English
B.A., U. of Maryland; Ph.D., U. of Virginia

Diane K. Dittrick, 1993, Senior Associate in Environmental Science
B.A., Georgian Court College; M.A., Teachers College, Columbia

Linda H. Doerrer, 1999, Assistant Professor of Chemistry
B.A., Cornell ; Ph.D., Massachusetts Institute of Technology

Charles Doubleday, Term Assistant Professor of Chemistry
B.A., Univ. of Kansas, Lawrence; Ph.D., Univ. of Chicago

Alan D. Dye, 1995, Associate Professor of Economics
B.A., Texas Tech; M.A., U. of Cincinnati; Ph.D., U. of Illinois

Margaret R. Ellsberg, 1988, Senior Lecturer in English
B.A., Radcliffe; M.A., Ph.D., Harvard

Isabel Estrada, 2003, Term Assistant Professor of Spanish
B.A., Universidad de Sevilla; M.A., U. of Michigan; M.Phil., Ph.D., Columbia

Sharon Everson, 1981, Senior Associate in Physical Education
B.S., Brooklyn; M.Ed., Temple

Karen Fairbanks, 1996, Associate Professor of Professional Practice in Architecture and Chair of Architecture Program
B.S., U. of Michigan; M. Arch., Columbia

Helene Peet Foley, 1979, Professor of Classics
B.A., Swarthmore; M.A.T., M.A., Yale; Ph.D., Harvard

Donlin Foreman, 1996, Associate Professor of Professional Practice in Dance
Buglisi/Foreman Dance Company

Claudine Frank, 1997, Assistant Professor of French
B.A., Princeton; M.A., Ph.D., Harvard

Jeffrey Friedman, Jan. 2001, Assistant Professor of Political Science
B.A., Brown; M.A., U. of California, Berkeley; M.A., M.Phil., Ph.D., Yale

Steve Friedman, 1994, Senior Lecturer in Theatre
B.A., U. of Minnesota

Ester R. Fuchs, 1980, Professor of Political Science
B.A., Queens; M.A., Brown; Ph.D., Chicago

William Alan Gabbey, 1992, Ann Whitney Olin Professor of Philosophy
B.S., Ph.D., Queen's U. of Belfast

Lynn Garafola, 2003, Term Professor of Dance
A.B., Barnard College; M.Phil, Ph. D., City Univ. of New York

Shawn-Marie Garrett, 1999, Assistant Professor of Theatre
B.A., Duke; M.F.A., Yale School of Drama

Serge Gavronsky, 1960, Professor of French
A.B., M.A., Ph.D., Columbia

Gretchen Holbrook Gerzina, 2003, Professor of English and Director of the Program in Africa and African Diaspora Studies
B.A., Marlboro College; A.M., Simmons College; Ph. D., Stanford Univ.

Katie Glasner, 1998, Senior Associate in Dance
B.A., Columbia

John I. Glendinning, 1996, Associate Professor of Biological Sciences
B.A., Hampshire College; Ph.D., U. of Florida

Kaiama Glover, 2001, Assistant Professor of French
B.A., Harvard; D.E.A., Université de Paris IV, la Sorbonne; M.A., M.Phil., Ph.D., Columbia

David A. Goldfarb, 1998, Assistant Professor of Slavic
B.A., Cornell; M.A., U. of Toronto; Ph.D., CUNY

Jessica Goldstein, 2004, Term Assistant Professor of Biological Sciences
B.A., Macalester College; Ph.D., Washington Univ.

Lisa Gordis, 1993, Associate Professor of English
B.A., Harvard; M.A., Ph.D., UCLA

Mary Gordon, 1988, Millicent C. McIntosh Professor of Writing
B.A., Barnard; M.A., Syracuse

Terri J. Gordon, 2000, Lecturer in French
B.A., Duke; M.A., M.Phil., Ph.D., Columbia

Erk Grimm, 1994, Associate Professor of German
M.A., U. of Waterloo; Ph.D., Queen's U.

Achsah Guibbory, 2004, Term Professor of English
B.A., Indiana Univ.; M.A., Ph.D., UCLA

Owen D. Gutfreund, 2000, Assistant Professor of History and Urban Studies
B.A., Vassar College; M.A., Ph.D., Columbia

Timothy Halpin-Healy, 1989, Ann Whitney Olin Professor of Physics
A.B., Princeton; Ph.D., Harvard

Nasreen S. Haque, 2004, Term Assistant Professor of Chemistry
B.S., M.S., M.Phil., Ph.D., Aligarh Muslim Univ.

Ross Hamilton, 1996, Assistant Professor of English
B.A., Queen's U.; M.A., M.Phil., Ph.D., Yale

Saskia Hamilton, 2003, Assistant Professor of English
B.A., Kenyon College; M.A., New York Univ.

Sharon Harrison, 1997, Assistant Professor of Economics
B.S. Tufts; Ph.D., Northwestern

John Stratton Hawley, 1986, Ann Whitney Olin Professor of Religion
A.B., Amherst; M.Div., Union Theological Seminary; Ph.D., Harvard

Paul Hertz, 1979, Ann Whitney Olin Professor of Biological Sciences
B.S., Stanford; M.A., Ph.D., Harvard

Larry Heuer, 1990, Professor of Psychology
B.A., U. of Minnesota; M.S., Ph.D., U. of Wisconsin, Madison

Anne Higonnet, Jan. 2003, Professor of Art History
B.A., Harvard College; Ph. D., Yale Univ.

Toby B. Holtz, 1970, Senior Lecturer in Chemistry
A.B., Barnard; MAT, Harvard; Ed.D., Teachers College, Columbia

Shao-Ying Hua, 2001, Assistant Professor of Biological Sciences
M.D., Shanxi Medical U., Taiyuan China; M.S., The Second Military Medical U., Shanghai, China; Ph.D., Saga Medical School, Saga Japan

Elizabeth W. Hutchinson, Jan., 2001, Assistant Professor of Art History
B.A., Yale; Ph.D., Stanford

Maire Jaanus, 1968, Professor of English
A.B., Vassar; Ph.D., Harvard

Olympia T. Jebejian, 1969, Senior Associate in Chemistry
B.A., M.S., American U. of Beirut

Alexa Jervis, 2003, Term Assistant Professor of Classics
B.A., Brown; M.A., Ph.D., U. of Pennsylvania

Kimberley S. Johnson, Jan., 2000, Assistant Professor of Political Science
B.A., M.A., M.Phil., Ph.D., Columbia

Isabelle Jouanneau-Fertig, 1987, Senior Associate in French
B.A., M.A., Université de Paris

Natalie B. Kampen, 1988, Barbara Novak '50 Professor of Women's Studies and Art History
B.A., M.A., Pennsylvania; Ph.D., Brown

Mara Kashper, 1989, Senior Associate in Russian
M.A., Leningrad State

Jennie A. Kassanoff, 1994, Associate Professor of English
A.B., Harvard; M.Litt., Jesus College, Oxford; Ph.D., Princeton

Laura E. Kay, 1991, Associate Professor of Physics
B.A., Stanford; M.S., Ph.D., U. of California

Joel B. Kaye, 1992, Associate Professor of History
B.A., U. of Wisconsin; M.A., U. of Massachusetts; Ph.D., U. of Pennsylvania

Tatiana Keis, 1967, Reserve Librarian
A.B., M.L.S., Columbia

Tovah P. Klein, 1995, Adjunct Assistant Professor of Psychology and Director of the Toddler Center
B.A., U. of Michigan; M.A., Ph.D., Duke

Kathleen Knight, 2001, Senior Lecturer in Political Science
B.A., U. of Southern California; M.A., Ph.D., U. of California at Los Angeles

Dorothy Y. Ko, 2001, Professor of History
B.A., M.A., Ph.D., Stanford

Paul Kockelman, 2003, Assistant Professor of Anthropology
B.A., Univ. of California, Santa Cruz; Univ. of Chicago; Ph.D., Univ. of Michigan

John Lad, 1980, Lecturer in Philosophy
B.S., Case Institute of Technology; M.Mus., SUNY, Stony Brook; Ph.D., Stanford

Brian Larkin, 1998, Assistant Professor of Anthropology
B.A., Birmingham U.; M.A., M.Phil., Ph.D., NYU

Leslie Lessinger, 1977, Ann Whitney Olin Professor of Chemistry
B.A., M.A., Ph.D., Harvard

Janna Levin, January 2004, Assistant Professor of Physics and Astronomy
B.A., Barnard; PhD., Massachusetts Institute of Technology

Peter Levin, Jan. 2004, Assistant Professor of Sociology
B.A., Wesleyan Univ.; M.A., Univ. of Southern California; Ph.D., Northwestern Univ.

Xiaobo Lu, 1994, Associate Professor of Political Science
B.A., Sichuan Institute of Foreign Languages, China; M.A., Institute of Foreign Affairs, Beijing; Ph.D., U. of California, Berkeley

Alfred Mac Adam, 1983, Professor of Spanish
B.A., Rutgers; M.A., Ph.D., Princeton

Katalin Makkai, 2001, Assistant Professor of Philosophy
B.A., McGill U; Ph.D., Harvard

Kristin Mammen, 2003, Assistant Professor of Economics
B.A., Columbia; M.A., Ph.D., Princeton

Kimberly J. Marten, 1997, Associate Professor of Political Science
A.B., Radcliffe; Ph.D., Stanford

Laura Masone, 1992, Senior Associate in Physical Education
B.A., Brandeis; M.A., Teachers College, Columbia

Maria S. Rivera Maulucci, 2004, Assistant Professor of Education
B.S., Barnard College; M.S., Yale Univ.

Robert A. McCaughey, 1969, Ann Whitney Olin Professor of History
A.B., Rochester; M.A., North Carolina; Ph.D., Harvard

Rachel McDermott, 1994, Associate Professor of Asian and Middle Eastern Cultures
A.B., U. of Pennyslvania; M.Div., Harvard Divinity School; A.M., Ph.D., Harvard

Wendy McKenna, 1980, Adjunct Associate Professor of Psychology
B.A., Antioch; Ph.D., CUNY

Perry G. Mehrling, 1987, Professor of Economics
B.A., Harvard; M.Sc., London School of Economics; Ph.D., Harvard

Dina C. Merrer, 2001, Assistant Professor of Chemistry
B.A., Smith College; Ph.D., Rutgers U.

Nara Milanich, 2004, Assistant Professor of History
B.A., Brown Univ.; M.A., Ph.D., Yale Univ.

John Miller, 2003, Lecturer in Art History
BFA, Rhode Island School of Design; MFA, California Institute of the Arts

Monica L. Miller, 2001, Assistant Professor of English
B.A., Dartmouth College; Ph.D., Harvard

Kristina Milnor, 1998, Assistant Professor of Classics
B.A., Wesleyan; Ph.D., U. of Michigan

Lorraine C. Minnite, Jan. 2000, Assistant Professor of Political Science
B.A., Boston; M.A., M.Phil., Ph.D., CUNY

Roberta S. Mitchell, 1999, Lecturer in Education
B.S., SUNY; M.A., Ed.D., Teachers College, Columbia

Nelson J. Moe, 2000, Associate Professor of Italian
B.A., Wesleyan; Ph.D., Johns Hopkins

David Moerman, 1998, Assistant Professor of Asian and Middle Eastern Cultures
A.B., Columbia; Ph.D., Stanford

James P. Mohler, 1986, Professor of Biological Sciences
B.A., Iowa; Ph.D., Massachusetts Institute of Technology

Brian R. Morton, 1995, Associate Professor of Biological Sciences
B.S., U. of Toronto; Ph.D., U. of California, Riverside

Irene Motyl-Mudretzkyj, 1998, Senior Associate in German
B.A., M.A., U. of California, Santa Barbara

Patricio Keith Moxey, 1988, Professor of Art History
B.A., U. of Edinburgh; M.A., Ph.D., U. of Chicago

Reshmi Mukherjee, 1997, Associate Professor of Physics
B.S., Presidency College, U. of Calcutta; M.A., M.Phil., Ph.D., Columbia

Lalith Munasinghe, 1997, Assistant Professor of Economics
B.A., Princeton, B.A., Cambridge; M.A., M. Phil., Ph.D., Columbia

Catharine T. Nepomnyashchy, 1987, Ann Whitney Olin Professor of Slavic
B.A., M.A., Brown; M.Phil., Ph.D., Columbia

Frederick Neuhouser, Viola Manderfeld Professor of German & Professor of Philosophy
B.A., Wabash College, M.A., Ph.D., Columbia

Walter D. Neumann, Jan. 2000, Professor of Mathematics
B.S., M.A., U. of Adelaide; Ph.D., U of Bonn, Germany

Daniela Noè, 1989, Senior Associate in Italian
A.B., M.A., NYU; Ph.D., U. of Bologna, Italy

Lisa Northrop, 2004, Associate in Physical Education
B.A. Barnard College

Margaret A. Olney, 2003, Lecturer in Biological Sciences
B.A., Swarthmore College; Ph. D., Stanford Univ.

George G. Padilla, 2000, Associate in Physical Education
B.S., Pennsylvania State U., M.S., West Chester U. of Pennsylvania

Denny Partridge, 1994, Alice Brady Pels Professor of Theatre
B.F.A., Boston; M.F.A., Carnegie-Mellon

Stephanie L. Pfirman, 1993, Ann Whitney Olin Professor of Environmental Science
B.A., Colgate; Ph.D., Massachusetts Institute of Technology

Caryl Phillips, 1998, Henry R. Luce Professor of Migration and Social Order and Professor of English
B.A., The Queens College, Oxford; A.M., Amherst College; Hon.D., Leeds Metropolitan U.

Nancy Kline Piore, 1989, Senior Lecturer in English and French; Director of The Writing Program
A.B., Barnard; M.A., Columbia; Ph.D., Tufts

Richard M. Pious, 1973, Professor of Political Science and Adolph S. and Effie Ochs Chair in History and American Studies
B.A., Colby; Ph.D., Columbia

Peter G. Platt, 1994, Associate Professor of English
B.A., Yale; M.A., Middlebury College; Ph.D., Oxford

Cary H. Plotkin, Senior Lecturer in English
B.A., Yale; M.A., Ph.D., Columbia

Jeanne S. Poindexter, 1991, Ann Whitney Olin Professor of Biological Sciences
A.B., Indiana; M.A., Ph.D., U. of California, Berkeley

Laurie J. Postlewate, 1997, Senior Lecturer in French
B.A., Southern Methodist, M.A., Ph.D., NYU

Anne Lake Prescott, 1959–62; 1963, Helen Goodhart Altschul Professor of English
A.B., Barnard; M.A., Ph.D., Columbia

Eshkol Rafaeli, 2003, Assistant Professor of Psychology
B.A. Hebrew U., Israel; M.S., Ph.D., Northwestern U.

Anupama Rao, 2001, Assistant Professor of History
B.A., U. of Chicago; Ph.D., U. of Michigan

Meenakshi S. Rao, 1991, Senior Lecturer in Chemistry
B.S., M.S., Bangalore U., India; M.Phil., Ph.D., CUNY

Agueda Pizarro Rayo, 1981, Senior Lecturer in Spanish
A.B., Barnard; M.A., Ph.D., Columbia

Randall Reback, 2003, Assistant Professor of Economics
B.A., M.A., Stanford

Sanjay Reddy, 2000, Assistant Professor of Economics
B.A., M.A., Ph.D., Harvard; M.Phil., U. of Cambridge

Robert Remez, 1980, Professor of Psychology
B.A., Brandeis; Ph.D., Connecticut

Jonathan Rieder, 1990, Professor of Sociology
B.A., Harvard; Ph.D., Yale

Carlos Riobó, 2003, Term Assistant Professor of Spanish and Latin American Cultures
B.A., Columbia Univ.; M.A., M.Phil., Ph.D., Yale Univ.

Kishwar Rizvi, Jan. 2004, Assistnat Professor of Art History
B.A., Wesleyan Univ.; M.A., Univ. of Pennsylvania; Ph.D., Massachusettes Institute of Technology

Lorena del Carmen Rodas, Associate in Spanish and Latin American Cultures
B.A., Univdersidad del Valle de Guatemala; M.A., New York Univ.

Christian M. Rojas, 1997, Assistant Professor of Chemistry
B.A., U. of Virginia; Ph.D., Indiana Univ.

Luci Rosalia, 2000, Associate in Physical Education
B.A., U. of Stony Brook, M.S., Smith College

Rosalind Rosenberg, 1984, Ann Whitney Olin Professor of History
B.A., Ph.D., Stanford

Nan Rothschild, 1981, Ann Whitney Olin Professor of Anthropology
B.A., Vassar; M.A., Columbia; Ph.D., NYU

Thaddeus N. Russell, 2001, Term Assistant Professor of History
B.A., Antioch, M.A., M. Phil., Ph.D., Columbia

Susan Riemer Sacks, 1971, Professor of Education
A.B., Northwestern; M.A., Case Western Reserve; Ph.D., Columbia

Flora Schiminovich, 1977, Senior Lecturer in Spanish
B.A., City College of New York; M.A., Hunter College; M.A., Ph.D., CUNY

Aaron Schneider, 1985, Lecturer in English and Associate Dean of Studies
B.A., Brandeis; M.A., M. Phil., Ph.D., Columbia

Paul Scolieri, 2003, Term Assistant Professor of Dance
A.B., Columbia Univ.; M.A., Ph.D., New York Univ.

Michael K. Schuessler, 2000, Assistant Professor of Spanish and Latin American Cultures
B.A., Indiana; M.A., Ph.D., UCLA

Alan F. Segal, 1980, Professor of Religion and Ingeborg Rennert Professor in Judaic Studies
B.A., Amherst; M.A., Brandeis; B.A.H.L., HUC-JIR; M.A., M.Phil., Ph.D., Yale

Ann Senghas, 1999, Assistant Professor of Psychology
B.A., Smith College; Ph.D., Massachusetts Institute of Technology

Rajiv Sethi, 1995, Associate Professor of Economics
B.S., U. of Southampton; Ph.D., New School for Social Research

Lesley A. Sharp, 1994, Associate Professor of Anthropology
B.A., Brandeis; M.A., Ph.D., U. of California, Berkeley

William Sharpe, 1984, Professor of English
B.A., Columbia; M.A., Oxford; Ph.D., Columbia

Kristen A. Shepard, Jan. 2003, Assistant Professor of Biological Sciences
B.A., U. of Pennsylvania; Ph.D., U. of California, Berkeley

Rae Silver, 1976, Helene L. and Mark N. Kaplan Professor of the Natural and Physical Sciences
B.A., McGill; M.A., CUNY; Ph.D., Rutgers U.

Herbert Sloan, 1987, Ann Whitney Olin Professor of History
B.A., Stanford; J.D., U. of Michigan; M.Phil., Ph.D., Columbia

David Smiley, 2004, Assistant Professor of Architecture and Urban Studies
B.A., Vassar College: M.A., M.S., COlumbia Univ.; Ph.D., Princeton Univ.

Robert C. Smith, 1995, Assistant Professor of Sociology
B.A., U. of Delaware; M.A., M.Phil., Ph.D., Columbia

Joan Snitzer, 1986, Senior Lecturer in Art History
B.A., Pratt Institute; M.F.A., Hunter College

Janet Soares, 1968, Artistic Director of Dance
B.S., Juilliard; M.A., Ed.D., Columbia

Lisa K. Son, 2002, Assistant Professor of Psychology
B.A., U. of Pennsylvania; M.A., Ph.D., Columbia

Maura Spiegel, 2001, Term Professor of English
B.A., Bennington College; M.A., M.Phil., Ph.D., Columbia

Sandra Stingle, 1967, Adjunct Assistant Professor of Psychology
A.B., Barnard; Ph.D., Columbia

Steven John Stroessner, 1992, Associate Professor of Psychology
B.A., Hope College; Ph.D., U. of California, Santa Barbara

Martin Stute, 1993–94; 1995, Associate Professor of Environmental Science
B.S., M.A., Ph.D., U. of Heidelberg

Timea Szell, 1979, Senior Lecturer in English
A.B., Barnard; M.A., Columbia; Ph.D., SUNY, Stony Brook

Lisa S. Tiersten, 1993, Associate Professor of History
B.A., U. of Massachusetts; M.A., M.Phil., Ph.D., Yale

Amy Trompetter, 1996, Senior Lecturer in Theatre
B.A., U. of California, Berkeley; M.S., Bank Street College

Mary Ellen Tucker, 1970, Director of Academic Technologies
A.B., Barnard; M.L.S., Columbia

Deborah Valenze, 1989, Professor of History
B.A., Harvard; Ph.D., Brandeis

Margaret Vandenburg, 1998, Senior Lecturer in English
B.A., U. of Idaho; M.A., M.Phil., Ph.D., Columbia

David F. Weiman, 2001, Alena Wels Hirschorn Professor of Economics
B.A., Brown; M.A., Yale; Ph.D., Stanford

Elizabeth Weinstock, 2002, Assistant Professor of English
B.A., Brown; M.A., M.Phil., Ph.D., Columbia

Marcia L. Welles, 1970, Professor of Spanish
A.B., Barnard; M.A., Middlebury; Ph.D., Columbia

Carl Wennerlind, 2001, Assistant Professor of History
B.A., U. of South Florida; Ph.D., U. of Texas at Austin

Paige West, 2001, Assistant Professor of Anthropology
B.A. Wofford College; M.A., The U. of Georgia; M.Phil., Ph.D., Rutgers U.

Barbara A. Woike, 1995, Associate Professor of Psychology
B.A., Cleveland State; M.A., Ph.D., Michigan State

Nancy Worman, 1996, Assistant Professor of Classics
A.B., Barnard; M.A., Ph.D., Princeton

Alison Wylie, 2003, Professor of Women's Studies
B.B., Mount Allison U.; M.A., Ph.D., SUNY, Binghamton

**Endowed Professorships and Directorships**

Helen Goodhart Altschul Professor
Anne Lake Prescott, Professor of English

Alena Wels Hirschorn Professor
David F. Weiman, Professor of Economics

Helene L. and Mark N. Kaplan Professor of the Natural and Physical Sciences
Rae Silver, Professor of Psychology

Henry R. Luce Professor of Migration and Social Order
Caryl Phillips, Professor of English

Viola Manderfeld Professor of German
Frederick Neuhouser, Professor of Philosophy

Millicent C. McIntosh Professor of Writing
Mary Gordon, Professor of English

Samuel R. Milbank Chair
Peter Balsam, Professor of Psychology

Barbara Novak '50 Professor of Women's Studies
Natalie B. Kampen, Professor of Women's Studies and Art History

Adolph S. and Effie Ochs Chair in History and American Studies
Richard Pious, Professor of Political Science

Ann Whitney Olin Foundation Chairs
James Basker, Professor of English
Mark Carnes, Professor of History
William Alan Gabbey, Professor of Philosophy
Timothy Halpin-Healy, Professor of Physics and Astronomy
John Hawley, Professor of Religion
Paul Hertz, Professor of Biological Sciences
Robert McCaughey, Professor of History
Catharine Nepomnyashchy, Professor of Slavic
Stephanie Pfirman, Professor of Environmental Science
Jeanne Poindexter, Professor of Biological Sciences
Rosalind Rosenberg, Professor of History
Nan Rothschild, Professor of Anthropology
Herbert Sloan, Professor of History

Alice Brady Pels Professor in the Arts
Denny Partridge, Professor of Theatre

Ingeborg Rennert Professor in Judaic Studies
Alan F. Segal, Professor of Religion

Janet H. Robb Professor of the Social Sciences
to be named

Virginia Bloedel Wright '51 Professor of Art History
Benjamin Buchloh, Professor of Art History

**Faculty Emeriti**

Raymond J. Saulnier, Ph.D., LL.D., 1939–1973, Professor Emeritus of Economics
Joseph Gerard Brennan, Ph.D., L.H.D., 1947–1976, Professor Emeritus of Philosophy
David A. Robertson, Jr., Ph.D., 1940–1981, McIntosh Professor Emeritus of English
Margarita Ucelay, Ph.D., 1943–1981, Professor Emerita of Spanish
Chilton Williamson, Ph.D., 1942–1982, Professor Emeritus of History
Jeanette S. Roosevelt, Ph.D., 1951–1958; 1962–1986, Professor Emerita of Dance
Bernard Barber, Ph.D., 1952–1988, Professor Emeritus of Sociology
John Meskill, Ph.D., 1959–1988, Professor Emeritus of Oriental Studies
Helen Bacon, Ph.D., 1961–1989, Professor Emerita of Classics
Maristella Lorch, Ph.D., 1951–1990, Professor Emerita of Italian
Hubert Doris, Ph.D., 1957–1995, Professor Emeritus of Music
Ruth M. Kivette, Ph.D., J.D., 1952–1992, Professor Emerita of English
Suzanne F. Wemple, Ph.D., J.D., 1966–1992, Professor Emerita of History
Mary Mothersill, Ph.D., 1963–1993, Professor Emerita of Philosophy
Patricia Dudley, Ph.D., 1959–1994, Professor Emerita of Biological Sciences
Remington Patterson, Ph.D., 1955–1994, Professor Emeritus of English
Joan Vincent, Ph.D., 1968–1994, Professor Emerita of Anthropology
Joann Morse, Ph.D., 1956–1995, Professor Emerita of English
Marina Ledkovsky, Ph.D., 1969–1996, Professor Emerita of Russian
Deborah Milenkovitch, Ph.D., 1965–1996, Professor Emerita of Economics
Barbara S. Schmitter, Ph.D., 1957–1995, Professor Emerita of Psychology
Lila Ghent Braine, Ph.D., 1974–1998, Professor Emerita of Psychology
Lydia H. Lenaghan, Ph.D., 1962–1998, Professor Emerita of Classics
Barbara Novak, Ph.D., 1958–1998, Professor Emerita of Art History
Abraham Rosman, Ph.D., 1966–1998, Professor Emeritus of Anthropology
Paula G. Rubel, Ph.D., 1965–1998, Professor Emerita of Anthropology
Jane Rosenthal, Ph.D., 1952–1955; 1971–1998, Professor Emerita of Art History
Sue Larson, Ph.D., 1969–2000, Professor Emerita of Philosophy
Mirella Servodidio, Ph.D., 1964–2000, Professor Emerita of Spanish & Latin American Cultures
Peter H. Juviler, Ph.D., 1964–2001, Professor Emeritus of Political Science
Richard F. Gustafson, Ph.D., 1965–2002, Professor Emeritus of Russian
Joseph L. Malone, Ph.D., 1967–2002, Professor Emeritus of Linguistics
Philip V. Ammirato, Ph.D., 1974–2003, Professor Emeritus of Biological Sciences
Irene T. Bloom, Ph.D., 1988–2002, Professor Emerita of Asian & Middle Eastern Cultures
Elizabeth Dalton, Ph.D., 1965–2003, Professor Emerita of English
Richard M. Friedberg, Ph.D., 1968–2003, Professor Emeritus of Physics and Astronomy
Joan S. Birman, Ph.D., 1973-2004, Professor Emerita of Mathematics
Demetrios Caraley, Ph.D., 1965–2004, Professor Emeritus of Political Science
Sandra Genter, M.A., 1960–2004, Professor Emerita of Dance

# ADMINISTRATION

### Officers of Administration

Judith Shapiro, Ph.D., President of Barnard College and Dean in the University and Professor of Anthropology

Elizabeth S. Boylan, Ph.D., Provost and Dean of the Faculty and Professor of Biological Sciences

Lisa Gamsu, Vice President for Administration

Dorothy S. Denburg, Ed.D., Dean of the College

Cameran Mason, M.P.A., Vice President for Development and Alumnae Affairs

Michael Feierman, J.D., General Counsel

Suzanne M. Trimel, B.A., Vice President for Public Affairs

Lewis Wyman, B.A., Vice President for Finance and Planning

### Office of the President

Barbara Robinson, Executive Assistant to the President

Beth L. Saidel, B.A., Assistant to the President

### Office of the Provost and Dean of the Faculty

Flora S. Davidson, Ph.D., Associate Provost and Adjunct Associate Professor of Political Science

Gwendolyn Williams, B.A., Manager, Academic Administration

Robin Beltzer, B.A., Manager, Academic Services

Merryl Reichbach, M.A., Manager, Academic Coordinator

### Office of the Vice President for Finance and Administration

Judith Wadsworth, M.B.A., Director of Budget

Yenny Anderson, M.B.A., Manager, Budget and Research

### Office of the Dean of the College

Susan F. Cohn, Ph.D., Assistant to the Dean of the College

Karen Blank, Ed.D., Associate Dean of the College and Dean of Studies

*Dean for Student Development*

Marjorie Croes Silverman, Ph.D.

*Director for Multicultural Affairs*

Emmanuel (Sonny) Ago, Ed.D.

*Office of Higher Education Opportunity Program*

Francesca M. Cuevas-Cruz, B.A., Director

Santa Arocho, B.A., Associate Director/Counselor

### Office of Development and Alumnae Affairs

Stephanie W. Adams, B.A., Director of Planned Giving

Roberta W. Albert, M.A., Director of Alumnae Affairs

Cynthia M. Bennett, Ph.D., Sr. Development Strategist & Director of Corporate and Foundation Relations

Reva G. Feinstein, M.P.A., Director of Major Gifts

Amy Debra Feldman, M.S., Editor, *Barnard* Magazine

Jane S. Hollander, B.F.A., Director of Research

Barbara E. Lewis, M.A., Director of Advancement Services

Susan B. Pollack, B.A., Director of Principal Gifts
Alden F. Prouty, M.B.A., Director of The Barnard Fund
Penny Van Amburg, M.A., Director of Development Communications

**Office of the General Counsel**

Jomysha Stephen, J.D., Associate General Counsel
Mark Collins, J.D., Associate General Counsel

**Office of Admissions**

Jennifer Gill Fondiller, Dean of Admissions
Cynthia Chalker, Associate Director
Carolyn Clark, Associate Director
Mary Sue Youn, Associate Director
Emily Buckley, Senior Admissions Office
Kara M. Courtois, Senior Admissions Officer
Alexandra Sabater, Senior Admissions Officer
Bola A. Bamiduro, Admissions Counselor
Britt E. Bandel, Admissions Counselor
Aviva Walls, Admissions Counselor
Daniel Ortiz, Admissions Systems Manager

**The Barnard Center for Research on Women**

Janet R. Jakobsen, Ph.D., Director
David Hopson, M.F.A., Associate Director

**Office of Facilities Services**

Julio Vazquez, M.S., Director, Facilities Services
Daniel Davis, Assistant Director
Barbara Stewart, Senior Project Manager
Jeffrey Mason, B. Arch., M.S., Project Manager

**Office of Career Development**

Jane Celwyn, M.A., Director
Elayne Garrett, Ph.D., Senior Associate Director
Geri Perret, B.A., Associate Director/Student Employment Coordinator
Cara Smith, Ed.M., Associate Director for Internships
Kim Barberich, Ed.M., Associate Director for Senior Programs

**Office of College Activities**

Cristen Scully Kromm, M.S.W., Director
Surabhi Lal, M.A., Associate Director
William Simpkins, M.A., Program Coordinator
Doris Miller, Assistant Director

**Office of the Controller**

Eileen DiBenedetto, C.P.A., Controller
Ricky R. White, Associate Controller
Denis F. Riker, M.S., Bursar
Barbara H. Robbins, Assistant Controller
Pamela Khan, Payroll Supervisor

### Office of the Dean of Studies

Janet Alperstein, Ph.D., Assistant Dean, Study Abroad
Karen Blank, Ed.D., Dean of Studies
Ani Bournoutian, Ph.D., Assistant Dean
Christina Kuan Tsu, J.D., Assistant Dean
Hilary Lieberman Link, Ph.D., First-Year Class Dean
James Runsdorf, M.Phil., Assistant Dean and Junior Class Dean
Aaron Schneider, Ph.D., Senior Associate Dean of Studies and Senior Class Dean
Marjorie Croes Silverman, Ph.D., Director of Transfer Services
Vivian Taylor, Ed.D., Associate Dean of Studies and Sophomore Class Dean
Saul Davis, B.S., Director, Science and Technology Entry Program (S.T.E.P.)
Alexandra Nestoras, B.A., Director, Liberty Partnerships Program
Jason Wolfe, B.A., Associate Director

### Office of Disability Services

Susan E. Quinby, M.A., Director
Roberta Lupert, M.A., Learning Disabilities Specialist

### Office of Financial Aid

Susan V. Lee, M.A., Senior Associate Director
Karin Diamond, B.A., Associate Director
Janet Landis-Frey, M.A., Manager, Information Systems

### Student Services

*Health Services*
Brenda Slade, N.P., M.A., Director of Health Services
Giselle Harrington, M.Ed., Director of Well Woman Health Promotion Program
Eileen Fox, R.N., Ph.D., Quality Improvement Coordinator, Health Educator

*Counseling Services*
Mary Commerford, Ph.D., Director

### Human Resources

Susan Krause Liebman, M.M., Director
Lori McFarland, M.A., Associate Director
Sollette Baker, B.S., Benefits Manager

### Information Services

Carol Falcione, M.A., M.S., M.B.A., Dean, Information Services

*Wollman Library*
Christina Bickford, M.S., Ed.M., Director, Media Services
Lois Coleman, P.G.C.E., M.L.S., Reference Librarian
Secil Kornick, B.A., Manager, Media Support Services
Karen Dobrusky, M.S., M.P.H., Reference Librarian
Jenna Freedman, M.A., Coordinator of Reference Services
Michael Elmore, M.L.S., M.P.H., Technical Services Librarian
Donald Glassman, M.A., M.L.S., Archivist
Tatiana Keis, M.S., C.A.L., Access Services Librarian

*Academic Technologies*
Mary Ellen Tucker, M.S., C.I.M., Director
Andrew Blaner, M.A., Associate Director, Technical Support Services
Esther Blue, B.A., Associate Director, Instructional Support
Pankaj Singh, M.B.A., CTA Certification, Associate Director, Educational Technology
Sevasti Boutos, B.A., User Support Management
Akinyi Okoth, B.A., Training Specialist

Darin Pemberton, B.A., Technical Specialist
Alex Tam, B.Arch., Technical Specialist
Megan Mesterby, Manager of Student Computing Services

*Management Information & Network Services*
Thomas J. Sobczak, B.A., Director
Kenneth Liu, B.S., Associate Director, Network Systems and Services
Alan Schwartzman, B.A., Associate Director, Administrative Systems
Ming Zhang, M.S., Associate Director, Internet & Database Systems
Lesle Europe, B.B.A., Manager, Administrative Applications
Jerry Chen, B.A., LAN Administrator
Ernesto Chu, B.S., Administrator, Network & Systems
Grace Ong, B.A., Database Specialist
Alvin Qin, B.S., M.S., M.A., Web Developer
Vivian Tran, B.S., Program Analyst
Ruth Weatherington, B.A., Department Administrator
Helen Xu, M.S. Web Developer

**Office Services**

Alan Anderson, B.A., Director
Olive Conteh, B.A., Supervisor, Student Mail Services

**Office of Public Affairs**

Petra Tuomi, M.B.A., Associate Director
Hans Riis, B.F.A., Art and Publications Director
Elissa Matsueda, B.S., Web Editor
Glenn Slavin, B.A., M.A., Associate Director

**Pre-College Program**

Allison B. Kimmich, Ph.D., Director

**Office of Purchasing and Stores**

Paula Newman, Director
Douglas Maget, Associate Director

**Office of the Registrar**

Constance Brown, Ph.D., Registrar
Donald Messer, M.A., Associate Registrar
Marybeth Kemm, Assistant Registrar
Florrie Brafman, A.B., Manager, Academic Information and Systems

**Office of Residential Life and Housing**

Joe Bertolino, Ph.D., Dean
Ann Aversa, M.S.W., Director of Residential Life and Housing
Chris Eisler, M.A., Housing Manager
Jessica Nuñez, M.A., Director, First-Year Focus Residential Program

**Office of Safety and Security**

William Plackenmeyer, M.S., Director
Jane Finnegan, B.A., Associate Director

**Office of Special Events Services**

Jean E. McCurry, M.A., Director
Tiffany L. Dugan, B.A., Senior Associate Director
Andrea M. Turnbull, B.S., Manager, Space Reservations

# THE ALUMNAE ASSOCIATION OF BARNARD COLLEGE

Barnard graduates number more than 30,000 and have distinguished themselves in almost every field. The most recent edition of *Baccalaureate Origins of Doctoral Recipients* for the period 1920–95 ranks Barnard third among 1,036 private four-year undergraduate colleges in the number of graduates who received Ph.D.s in all fields; second in the number of graduates who received Ph.D.s in psychology; and sixth in the number of graduates who received Ph.D.s in the sciences.

Alumnae serve Barnard in three important ways: recruiting students for Barnard, interpreting and promoting Barnard in their communities, and supporting the College financially. Alumnae also support the College by volunteering for leadership positions, participating in alumnae events and programs, and hiring Barnard students, interns, and graduates. A network of many clubs and regional representatives links alumnae in the United States and abroad, providing a source for potential friendships as well as business and professional contacts for alumnae when traveling or relocating.

The Alumnae Association of Barnard College (AABC) is headed by a twenty-member Board of Directors that develops programs designed to connect alumnae to each other, to the College, through class and regional groups in the United States and abroad, as well as through career, young alumnae, and other affinity networks. All graduates and former students who have completed at least one year of undergraduate study at Barnard and have left in good academic standing are members. There are no alumnae dues.

Barnard alumnae receive *Barnard* magazine and invitations to alumnae events and other academic and career programs. Alumnae can audit courses and use campus facilities such as the Barnard and Columbia libraries and the Office of Career Development.

The central office of the AABC is in the Vagelos Alumnae Center in the historic Deanery.

# Scholarship Funds and Other Student Support Funds

## General Scholarship Funds

George I. Alden Trust Fund (2000)

Mary Allen Fund (1981)
*In memory of Ruth Marley.*

Neils J. Allison Fund (1964)
*From the estate of Beatrice C. Allison.*

Arthur G. Altschul Fund (1984)

Helen Goodhart Altschul Fund (1990)
*In memory of Helen Goodhart Altschul '07.*

Alumnae Fund (1922)

Anna E. Barnard Fund (1899)

Annie Griffen Baruch Fund (1996)

Frances E. Belcher '02 Fund (1963)

Morris and Esther Biederman '31 Fund (1994)

Ruth Marshall Billikopf '19 Fund (1950)

Kathryn Glasford Black Class of 1930 Fund

Varian White Blumberg '13 Fund (1952)

Rose and Solomon Blumenthal Fund (1987)

Elizabeth M. Bogardus '44 Fund (1976)

Charles E. Bogert and Anna Shippen Young Bogert Memorial Fund (1913)

Eva-Lena Miller Booth Fund (1932)

William H. and Edith B. Bowles '22 Fund (2001)

Dorothy S. Boyle '40 Fund (1978)

Josephine Brand '07 Fund (1970)

Brearley School Fund (1889)

Florence Mackie Brecht '39 Fund (1993)

Martha Ornstein Brenner Class of 1899 Fund (1915)

The Anny Birnbaum Brieger '29 and Edith Birnbaum Oblatt '29 Fund (1992)

Arthur Brooks Fund (1897)

Margaret Bullowa '30 Fund (1979)

Elsa B. Bunn '18 Fund (1980)

Elizabeth Hobe Burnell '20 Fund (1971)

Suzanne Payton Campbell '20 Fund (1992)

Barbara Friedman Chambers '62 Fund (1997)

Elaine Schlozman Chapnick '61 and David Chapnick Fund

Shu-Tsing Chou Chiu '26 Fund (1998)

Fanny Steinschneider Clark '24 Fund (1978)

Jennie B. Clarkson Fund (1898)

Class of 1918 Fund (1975)

Class of 1921 Fund (1931)

Class of 1925 Fund (1975)

Class of 1926 Fund (1981)

Class of 1930 Fund (1975)

Class of 1931 Memorial Fund (1981)

Class of 1933 Fund (1973)

Class of 1935 Fund (1975)

Class of 1936 Fund (1971)

Class of 1938 Fund (1989)

Class of 1939 Fund (1990)

Class of 1940 Memorial Fund (1991)

Class of 1943 Fund (1989)

Class of 1947 Memorial Fund (1982)

Class of 1948 Fund (1989)

Class of 1953 Fund (1973)

Class of 1954 Fund (1955)

Class of 1959 Fund (1974)
*In memory of Jacqueline Zelniker Radin.*

Class of 1963 Fund (1983)

Class of 1964 Fund (1992)

Class of 1974 Fund (1991)

Class of 1981 Fund (1982)

Martine Cobanks '18 Fund (1973)

Rosalie Colie Fund (1993)

College Bowl Fund (1968)

Thomas Castleton Corey Fund (2001)

Barbara Myers Cross Fund (1986)

Yvonne Moen Cumerford '23 Fund (1972)

Caryl M. Curtis '32 Fund (1980)

Vera B. David Scholarships (1962)
*In memory of her late husband, John David.*

Ethel Dawbarn '18 Fund (1987)

Blanche Heyman Doernberg '05 Fund (1991)

Ada M. Donelle Fund (1948)

L. Adele Dorsett '06 Fund (1971)

Helen Geer Downs '40 Fund (1974)

Drake Scholarships and Fellowships (1992)

Amelia Cary Duncan Fund (1976)

Durand-Kelz Fund (2000)

Marie G. Eckhardt '22 Fund (1990)

May Parker Eggleston '04 Fund (1977)

Betty Eisenstadt Fund (1982)
*In memory of Sarah and Israel Gellman and Betty Eisenstadt.*

Carol G. Emerling Family Fund (2000)

Elizabeth Kramer Emmons '42 Fund (1986)

Sarah Engel '15 Fund (1973)

Laura Teller Ericsson '32 Fund (1976)

Dora L. Falk '04 Fund (1995)

Abbe Fessenden '62 Fund (1994)

Margaret Jane Fischer '35 Fund (1968)

Fiske Fund (1895)

Pauline Lew Fong '59 Fund (2000)

Edyth Fredericks '06 Fund (1974)

Clara Lillian Froelich '15 Fund (1979)

Ellen V. Futter '71 Fund (1994)

Doris P. Gallert '04 Fund (1970)

Galway Fund (1912)

Helen Jenkins Geer '15 Fund (1940)

Anita Hyman Glick '62 Fund (1968)

Irma Alexander Goldfrank '08 Fund (1919)

Lillian Goldman Scholarship Fund (2002)

Sarah S. and Louis A. Goldman Fund (1992)

Drs. Mary Nicholson Goldworth '49 and Amnon Goldworth Fund (1997)

Harriet Wilinsky Goodman '27 and Sylvan A. Goodman Fund (1983)

Elsa Gottlieb '13 Fund (1982)

Graham School Fund (1907)

Blanche Kazon Graubard '36 Fund (1981)

Ethel C. Gray '17 Fund (1973)

Virginia Ehrman Greenwald '26 Fund (1996)

Louise H. Gregory Fund (1955)

Hetta Stapff Halloran '11 Fund (1977)

Gertrude Epstein Halpern '34 and Milton Halpern Fund (2000)

Mary Catlett Hardy Fund (1994)

Harkness Fund (1939)

Jane Harnett '63 Fund (1978)

Helen May Smith Helmle '30 Fund (1973)

Ethel and Abe Herman Fund (1999)

Margaret Holland '30 Fund (1975)

Rita Hilborn Hopf '14 Memorial Fund (1966)

Harriet Kaye Inselbuch '62 Fund (1992)

Eleanor Levison Israel '39 Fund (1976)

Lucie Burgi Johnson '17 Fund (1979)

Lily Murray Jones '05 Fund (1950)

The Kahn Fund (1994)

Mildred K. Kammerer '19 Fund (1973)

Peggy King Scholarship Fund (1986)

Mirra Komarovsky '26 Fund (1975)

Lucile Wolf Koshland '19 Fund (1980)

Elsie M. Kupfer Class of 1899 Fund (1975)

Margaret Irish Lamont '25 Fund (1978)

Augusta Larned Fund (1924)

Marjorie Hermann Lawrence Fund (1965/67)

Ethel Stone LeFrak '41 and Samuel J. LeFrak Fund (1998)

Yves LeMay '52 Fund (1982)

Harriett Mooney Levy Fund (1965)

Joan Sperling Lewinson '13 Fund (1955)

Judith Lewittes '55 Fund (1957)

Veronica Kit-Lan Li '00 Fund (1999)

Dora Mei and Tsiang Kwang Li Fund (1994)

Anne Elizabeth Lincoln '24 Fund (1963)

Margaret Underwood Lourie '53 Fund (2001)

Amy Loveman '01 Fund (1956)
*See Prizes, page 432.*

Louise Grace Luby Class of 1893 and James Luby Fund (1947)

Barbara Scoville Maarschalk '32 Fund (1977)

Lucille Knowles Freedman Mann '32 Fund (2001)

Lillie Knoch Marlatt Fund (2001)

Frances E. and Harry W. Martin Fund (1986)

Jeanne S. Mattersdorf and Bertha Miller Memorial Fund (1970)

Maida Zuparn Maxham '58 Fund (2001)

Cecile Lehman Mayer Fund (1962)

Leo Mayer Fund (1972)

Hugh and Mary McCorry Fund (1993)

Helen Pond McIntyre '48 Fund (1998)

Adele Duncan McKeown '11 Fund (1973)

Eloise F. McLennan '24 Fund (1987)

Memorial Fund (1954)

Margaret A. Milliken '45 Fund (1998)

Cheryl Glicker Milstein '82 and Philip Milstein Fund (1992)

Dorothy E. Miner '26 Fund (1977)

Gladys Bateman Mitchell '14 Fund (1980)

William Moir Fund (1912)

James Robert Montgomery and Rosalis Van der Stucken Montgomery '35 Fund (1994)

Morris-Eppstein Fund (1995)

Fannie Wagenheim Moskowitz '21 Fund (2000)

Gulli Lindh Muller '17 Fund (1972)

Caroline Church Murray Fund (1918)

Annette Florence Nathan Fund (1947)

Dora R. Nevins '04 Fund (1969)

Lillian Niederman Fund (1999)

Ann Whitney Olin '27 Fund (1982)

Lucretia Perry Osborn Fund (1940)

Dorothy Brockway Osborne '19 Fund (1976)

Elizabeth Palmer '15 Fund (1972)

Jean T. Palmer '53 Fund (1969)

Josephine Bay Paul Fund (1978)

Carl and Lily Pforzheimer Foundation Fund (1993)

Gwendolyn W. Pickett '32 Scholarship Fund (2003)

Dr. Iris Polinger '64 and Dr. Harvey I. Hyman Fund (1995)

Samuel Postelneck Fund (1997)

Lucy Powell '13 Fund (1971)

M. Gladys Quinby '08 Fund (1961)

Jacqueline Zelniker Radin '59 Fund (1975)

Wendy Supovitz Reilly '63 Scholarship Fund (2001)

Eleanor Kaiser Reinheimer '28 Fund (1976)

Edna Pulver Relyea Memorial Fund (1996)

Eva Rich '07 Fund (1968)

Peter C. Ritchie, Jr., Fund (1937)

Gayle F. Robinson '75 Fund (1993)

Jennifer L. Rogers '02 Fund (2003)

Margaret Miller Rogers '23 Fund (1976)

Caterina Ronzoni Fund (1986)

Edith Lowenstein Rossbach '19 Memorial Fund (1959)

Carrie W. and Corine A. Rowe '25 Fund (1979)

Helena Rubinstein Foundation Fund (1992)

Edna Heller Sachs '10 Fund (1955)

Barbara Glaser Sahlman '53 Fund (2003)

May Herrmann Salinger '10 and Edgar Salinger Fund (1971)
*In memory of Isaac and Eugenie Herrmann.*

Lee Borden Samelson Fund (1997)

Shirley Aronow Samis '43 Fund (1994)

Eleanor Butler Sanders Fund (1922)

Anna M. Sandham Fund (1922)

Terry Rose Saunders '64 Fund (1992)

Jesse Scheman Fund (1999)

Katherine D. Schlayer '43 Fund (1975)

Schmitt-Kanefent Fund (1931)

Scholarship Fund (1901)

Katherine Flint Shadek '45 Fund (1961)

Dorothy Nolan Sherman '35 Fund (1983)

Marion Berenson Shinn '45 and Richard R. Shinn Fund (1992)

Anne Victoria and Elizabeth Jane Shutkin Fund (1983)

Doris Silbert '23 Fund (1987)

Lisa Simmons '86 and Josh Weinstein Fund (1998)

Max Sloman and Jane Stanley '41 Fund (1971)

Emily James Smith Fund (1899)

Frances M. Smith '32 Fund (1974)

Fred Curtis Smith Memorial Fund (1955)

George W. Smith Fund (1906)

Sylvia W. Stark '26 Fund (1981)

C. V. Starr Fund (1983)

Claire Wander Stein '36 Financial Aid Fund (1981)

Elizabeth Stemple '25 Memorial Fund (2003)

Edna Phillips Stern '09 Fund (1952)

Martha Kostyra Stewart '63 Fund (2001)

Eleanor Holden Stoddard '06 Fund (1977)

Isabel Greenbaum Stone '18 Fund (1957)

Alice Warne Stout '38 Fund (1995)
*In memory of Pearl Waite Warne.*

Alan L. and Jacqueline B. Stuart '63 Fund (1997)

Fannie Manwaring Sturtevant and Daniel Dwight Sturtevant Fund (1969)

Solon E. Summerfield Foundation Fund (1960)

Thompson Fund (1993)

Miriam Tobias '35 Fund (1980)

Mildred Gluck Tomback '27 Fund (1995)

Veltin School Fund (1905)

Florence Meyer Waldo Fund (1980)

Alma F. Wallach '01 Fund (1951)

Dorothy Calman Wallerstein '09 Fund (1976)

Joyce Marcus Warshavsky '44 Fund (2001)

Ella Weed Fund (1895)

Hymen and Helen Werner Fund (1964)

Fern Yates Memorial Fund (1980)

## Scholarships with Preferences

Patricia Leigh (Pat) Abbott Fund (1981)
*For a student or students who have overcome serious physical difficulties.*

Mary Ann Adams and Lily Frances Adams Fund (1991)
*Preferably for a student majoring in history or another social science.*

Carolyn E. Agger '31 Endowment for Women Interested in Law (1998)
*For students who are pre-law majors or who have declared an interest in studying law.*

Mary Gertrude Edson Aldrich Fund (1916)
*To a senior who has shown high moral qualities.*

Marion Patterson Ames '37 Residential Fund (2001)
*To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.*

Mary Anderson Archer and Joseph Allen Wheat Fund (1997)
*Preferably for students who are studying mathematics or science.*

Norma Ketay Asnes '57 Fund (1993)
*Preferably for African-American students.*

Axe-Houghton Fund (1977)
*For juniors or seniors with average of at least 3.0.*

Helene Gottesman Axelrod '42 Fund (1997)
*Preferably for students who are graduates of secondary schools in New York State.*

Bertha R. Badanes '14 Fund (1966)
*For children of New York City schoolteachers, preferably from Brooklyn.*

Barnard College Club of Brooklyn Fund (1944)
*For a student from Brooklyn.*

Barnard College Club of Greater San Francisco Fund (1986)
*For a student preferably from the San Francisco Bay area.*

Barnard College Club of Houston Fund (1969)
*For students from the Houston area.*

Barnard College Club of New York Fund (1952)
*For a student from outside New York City.*

Barnard College Clubs of Southern California Fund (1999)
*For students from Southern California, defined as Santa Barbara south to the border.*

Barnard-in-Westchester Fund (1962)
*Preferably for students from Westchester County.*

Barnard School Alumnae Fund (1916)
*Preferably for nominees of the school.*

Willina Barrick Class of 1900 Memorial Fund (1936)
*By the College Club of Jersey City for a graduate of a Jersey City secondary school.*

Anne Glynn Basker Fund (1996)
*Preferably for students from Oregon.*

The Annette Kar Baxter '47 Memorial Fund (1984)
*In memory of Annette Kar Baxter,'47, by her colleagues, students, classmates, and other friends. For students who have distinguished themselves in the study of some aspect of women's experience.*

Hortense Koller Becker '23 Fund (1992)
*For students from the Greater Chicago Area.*

Betty Levy Berger '43 Fund (1995)
*For students majoring in the sciences, preferably chemistry.*

Irving Berlin Fund (1950)
*For one or more Barnard students of foreign-born parentage.*

Helen M. Berman '64 Fund (1996)
*Preferably for students majoring in chemistry, biochemistry, biology, physics, or mathematics.*

June Rossbach Bingham '40 Fund (1976)
*For a Barnard student majoring in English, preferably one who is interested in pursuing a writing career.*

Ida Blair Memorial Fund (1937)
*Preferably for a student in political science.*

Nina Thomas Bradbury '42 Future Teachers Fund (1992)
*Preferably for a student interested in teaching.*

Thornton F. Bradshaw Fund (1986)
*For transfer students.*

Naomi Levin Breman '71 Fund (1992)
*Preferably for students majoring in history or economics.*

Alice Marie-Louise Brett '15 Fund (1930)
*For a senior specializing in French.*

William Tenney Brewster and Anna Richards Brewster Fund (1961)
*To be awarded in amounts not less than $1,000, preferably.*

Anne Brown Endowment Fund (1939)
*For students from New York City.*

Laurie Wolf Bryk '78 and Eli Bryk Fund (1998)
*Preferably for students studying art history.*

Burbank Fund (1992)
*For one or more worthy students pursuing the study of history, literature, or music of the United States, or any combination thereof.*

Ruth L. Byram '24 Fund (1991)
*Preferably for students interested in teaching or majoring in math.*

Mary Costello Calabro '28 Fund (2000)
*For students who fulfill special financial criteria.*

Alice Corneille Cardozo '36 Fund (1994)
*Preferably for students in the fine arts or music.*

Carpentier Residence Fund (1919)
*For students who are not residents of New York City or its vicinity.*

Therese Cassel '11 Fund (1973)
*For students born in New York City, preferably those whose mothers were born in New York City and attended Barnard College.*

Lois Golden Champy '67 and James Champy Fund (1992)
*Preferably for African-American students who demonstrate special need as well as ability.*

Dulcida Romero Chicón Fund (1994)
*Preferably for students of Hispanic background.*

Marilyn Chin Fund (1994)
*To be awarded to a student with demonstrated leadership qualities.*

Eliza Taylor Chisholm Memorial Fund (1901)
*Preference to nominees of the Alumnae Association of Miss Chisholm's School.*

Shu-Tsing Chou Chiu '26 Fund
*For students interested in education.*

C.I.T. Financial Corporation Fund (1979)
*In honor of Eleanor Thomas Elliott '48. For a student of economics, mathematics, or political science.*

Class of 1919 Decennial Fund (1929)
*For a resident student.*

Class of 1926 Emergency Student Aid Fund (1976)
*For emergency financial aid.*

Class of 1949 Fund (1974)
*For an incoming first-year student.*

Mrs. Henry Clarke Coe Fund (1910)
*By the New York City Colony of the National Society of New England Women, to a student from New England or of New England parentage.*

The Gene and Barbara Kauder Cohen '54 Memorial Scholarship Fund (1995)
*Preferably for promising writers.*

Beatrice Rosenthal Coleman '38 Scholarship Fund (1991)
*For students majoring in the Humanities.*

Isobel Crowley Fund (1997)
*Preferably for students majoring in history and showing a concern for public service.*

Charles A. Dana Fund (1982)
*For students designated Dana Scholars, as specified in the guiding principles for the program.*

Babette Deutsch '17 Fund (1978)
*For Barnard students who have demonstrated exceptional ability in poetry, criticism, or translation.*

Marie Ward Doty '36 Fund (1981)
*Preferably to daughters of parents in law enforcement or related fields.*

Augusta Salik Dublin '06 and Mary Dublin Keyserling '30 Fund (1960)
*For a student in a field of social welfare.*

Elizabeth M. Edersheim '85 Memorial Fund (1992)
*For juniors majoring in mathematics or English, preferably mathematics, to be renewed for an additional year if academic standards are maintained.*

Educational and Cultural Trust Fund of the Electrical Industry (1951)
*For daughters of members of Local Union No. 3 of the International Brotherhood of Electrical Workers.*

May Parker Eggleston '04 Fund (1972)
*For a science student, preferably one planning to attend medical school.*

Christine H. Eide '39 Memorial Fund (1968)
*For juniors majoring in anthropology or English.*

Eleanor Thomas Elliott '48 Fund (1973)
*For winners of the Eleanor T. Elliott Prize (see page 430) and/or for other deserving students.*

Helen Revellese Esposito '38 Fund (2001)
*Preference for students from Yonkers or the Greater Westchester area, in honor of Helen Revellese Esposito's love of education and her long-standing and devoted service as a teacher and volunteer in the Yonkers school system.*

Gladys Renshaw Esterbrook '20 Fund (1958)
*Preferably for English or French majors.*

Sophie Schulman Felton '18 Scholarship Fund (1995)
*Preferably for a student majoring in science, particularly chemistry.*

Martha T. Fiske Fund (1911)
*For a student who is not a New York City resident.*

Doris E. Fleischman Fund (1992)
*For the winner of the Doris E. Fleischman '13 Prize (see page 432), or, if that student is not in need of financial aid, to the most outstanding writer among English majors.*

Marion Pratt Fouquet Fund (1961)
*Preferably for older students.*

Gentile Family Fund (1992)
*Preferably for inner-city students.*

German Fund (1950)
*For a German major. See also Prizes, page 433.*

Virginia C. Gildersleeve Fund (1968)
*For a major in the humanities, preferably English.*

Virginia C. Gildersleeve International Fund (1937)
*For a foreign student.*

Cecile Meister Gilmore '30 and Benjamin Gilmore Fund (1986)
*For minority students.*

Cecil Paige Golann '41 Fund (1995)
*Preferably for a student majoring in classics or archaeology.*

Elizabeth Hughes Gossett '21 Scholars (1981)
*For freshmen or sophomores for academic achievement, demonstrated inclination toward public service, and leadership qualities.*

Emily Morris Hadley '28 Fund (1996)
*Preferably for students who play musical instruments.*

Joy Villamena Harburger '39 Fund (1999)
*Preferably for students from the New York City metropolitan area.*

Thora M. Hardy '25 Fund (1995)
*Preferably for a student majoring in biology.*

William Randolph Hearst Endowed Fund for Minority Students (1995)
*Preferably for African-American and Latina students.*

Julius Held Fund (1970)
*For students majoring in art history.*

Janet Williams Helman '56 Fund (1993)
*Preferably for minority students from Chicago, Illinois.*

Dominique Henrey Memorial Fund (1990)
*For a first-year student who has an interest in creative writing.*

Emma Hertzog Fund (1904)
*For a graduate of Yonkers High School.*

Alena Wels Hirschorn '58 Fund (1986)
*For the winner of the Alena Wels Hirschorn essay prize, or to the most outstanding economics major.*

Marion Alice Hoey '14 Fund (1944)
*Preferably for a student in Greek and Latin.*

Hannah Falk Hofheimer '09 and Henry Hofheimer Fund (1975)
*For a freshman.*

Holland Dames Fund (1915)
*For a descendant of early Dutch settlers.*

Lillia Babbitt Hyde Fund (1953)
*For premedical students.*

Charlotte Louise Jackson Fund (1928)
*For a graduate of Yonkers High School.*

Mary E. Larkin Joline Fund (1927)
*For a student specializing in music.*

Werner Josten Fund (1955)
*Preferably for a student in music.*

Helene L. Kaplan '53 Fund (1993)
*Preferably for students in the metropolitan New York area.*

Margaret L. Kaplan '49 Fund (1997)
*Preferably for outstanding art history majors.*

Jessie Kaufmann Fund (1902)
*For a student who has no relative able to offer financial assistance.*

Kimball Fund (1938)
*For a student from Spain or one of the Spanish-American countries for study at Barnard or elsewhere, under the direction of the Barnard Department of Spanish.*

Eleanor Kinnicutt Fund (1911)
*For a sophomore of exceptionally high standing.*

John A. Kouwenhoven Fund (1991)
*Preferably for an English major.*

Henry C. Kuever and Frederich W.A. Fuller Fund (1981)
*Preferably for a student majoring in music, or in Greek or mathematics.*

Wei-Ven Yao and Shein-Woo Kung Fund (1992)
*Preferably for students of Asian background.*

Dr. Ann G. Kuttner '15 Fund (1969)
*Preferably to premedical students.*

Frances Evans Land '55 International Scholarship Fund (2001)
*For financial aid for international students.*

Eugene M. Lang Fund (1988)
*Preferably for minority students.*

Marjorie de Loynes Lange '50 Fund (1993)
*Preferably for a student studying music.*

Ruth Rosenberg Lapides '47 Fund (2000)
*Preferably for students interested in art history.*

Hortense Owen Lazar '26 Fund (1991)
*Preferably for students who have demonstrated both exceptional promise in the field of creative writing and a practical concern for others.*

Judith M. Lebensold Fund (1993)
*Preferably for students majoring in political science or planning a career in law.*

Ethel Stone LeFrak '41 Prize and Scholarship Fund (1986)
*To a student for excellence in a field of the arts, the balance as a grant to the prize recipient or a meritorious alternate.*

Marsha Corn Levine '62 and Leslie S. Levine Fund (1997)
*For students who have graduated from New York City public high schools.*

Toby S. Levy '72 and Rick A. Holman Architecture Fund (1993)
*For students studying architecture.*

Bernard Liberman Fund (1979)
*For premedical students.*

Loewenstein Sisters Fund (1998)
*For commuting students.*

Raphael Marino Fund (1977)
*For a student proficient in Italian language, literature, art, or culture.*

Eugene F. and Minnie Gouger McGowan Fund (1955)
*Preferably for students from Mecklenburg County, North Carolina.*

Fannie Moulton McLane Fund (1961)
*For citizens of the United States preferably of Colonial or Revolutionary ancestry, or the descendants of a Civil War soldier.*

Mrs. Donald McLean Fund (1906)
*Founded by the New York City Chapter of the Daughters of the American Revolution for a student of history (chiefly that of the United States).*

Barbara and Marilyn Meyers Fund (1986)
*Preferably for students majoring in writing, music, dance, or drama.*

Alice Miller '58 Memorial Fund (1989)
*Preferably for premedical students.*

Libby S. Halpern Miller '60 Fund (1997)
*In memory of Libby S. Halpern Miller, '60, preferably for students interested in chemistry.*

Eligia and Cruz Montero Fund (1999)
*Preferably for students of Hispanic background.*

Ferry Starr Morgan Fund (1959)
*For a student majoring in music or philosophy.*

Lawrence Morris Fund (1968)
*Preferably for a nominee of the New York City Mission Society.*

Ruth Day Moser '36 Fund (1983)
*For seniors majoring in sociology.*

Lucy Moses Fund (1975)
*For a premedical student. See Prizes, page 431.*

Ann Newman '69 Fund (1986)
*For study abroad.*

The New York Times Fund (1990)
*For minority students.*

Norman Fund (1998)
*Preferably for students majoring in English.*

Eileen O'Brien '48 Fund (1994)
*Preferably for a student studying in the arts.*

Margarita Brose Orr '84 Fund (1997)
*Preferably for students engaged in athletics.*

Julia Fisher Papper '37 Fund (1974)
*For a senior of superior academic standing and high motivation.*

John and Laura Pomerantz Fund (1995)
*Preferably for transfer students.*

Mary Barstow Pope Fund (1913)
*For a nominee of a self-perpetuating committee representing the founders.*

Public Service Fund (1934)
*By the Women's Organization for National Prohibition Reform for students in their junior or senior years who show special promise for public service.*

Lucille Pulitzer Fund (1899)
*Three are restricted to students from the City of New York, eight are for resident students.*

Basil Rauch Memorial Fund (1992)
*For students majoring in history or in political science with an interest in foreign affairs.*

Gladys A. Reichard Anthropology Scholarship Fund (1992)
*For students majoring in anthropology, or, if there are no such eligible students, for students majoring in other social sciences.*

Marie Reimer Fund (1953)
*See Prizes, page 431.*

Dr. Barnett and Jean Hollander Rich Fund for the Study of Mathematics (2003)
*For students who have demonstrated superior ability in mathematics.*

Amelia Agostini de del Rio Fund (1955)
*For a student from Puerto Rico or a student who is majoring in Spanish.*

Jennifer Romine '82 Fund (1996)
*Preferably for students planning careers in natural history, wildlife conservation or veterinary medicine.*

Lesley Jane Rosen '71 Memorial Fund (1975)
*For a student who shows leadership quality and whose subject of interest is urban studies and/or political science.*

Doris Lowinger Rosenberg '39 Fund (2003)
*For students who demonstrate talent as writers.*

Dr. Harry Rosenstein Fund (1967)
*For a premedical student.*

Doris Schloss Rosenthal '35 Fund (1981)
*For students majoring in courses in the arts.*

Doris Schloss Rosenthal '35 Science and Math Fund (1993)
*For students majoring in science or mathematics.*

Joan Rosof '61 Fund (1964)
*For students from the State of New York.*

Julian and Denver F. Roth '23 Fund (1996)
*Preferably for students from the New York City area.*

Marcella Rosen Sacks '55 and David G. Sacks Residential Fund (2000)
*To provide financial aid to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students.*

Felix St. George Scholarship (1955)
*For an incoming freshman studying physics, chemistry, or biology.*

Stanley Schachter Fund (1998)
*Preferably for students studying science.*

Dorothy K. Scheidell '28 Fund (1965)
*Preferably for premedical students.*

Lillian Schoedler '11 Fund (1967)
*For students who show promise of civic leadership.*

Margarete Schwabe Fund (1974)
*For premedical students with outstanding ability and idealism.*

Elizabeth and Fred Schwartz Fund (1996)
*Preferably for students who are first generation Americans.*

Ruth Gould Scoppa '37 Fund (1985)
*Preferably for a student majoring in English.*

Henry Sharp and Gertrude Hargrave Sharp '27 Scholarship Fund (1992)
*For a student who has or will take one basic course in geology, geography, or environmental science.*

Nina L. Shaw '76 Residential Fund (2000)
*For students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being a resident student.*

Barbara Lehmann Siegel '73 Fund (1999)
*Preferably for students from Jewish day schools.*

Roslyn S. Silver '27 Scholarship Program (1982)
*For junior and senior students preparing for careers in medical research.*

Rona Audrey Silverstein '59 Fund (2001)

Cecile Singer '50 Fund (1999)
*For students who demonstrate leadership qualities and/or a commitment to community service.*

Clarice Ann Smith '18 Fund (1973)
*For students of literature and composition.*

Marion Wesley Smith Fund (1978)
*For students majoring in anthropology.*

Hilda Staber '05 Fund (1967)
*For foreign students.*

Estella Raphael Steiner '23 Fund (1972)
*For a senior in biological sciences who plans to engage in research in that field.*

Beatrice L. Stern '25 Memorial Fund (1977)
*For juniors and seniors in the life sciences or in the area of intergroup relations with special emphasis on those problems affecting minority welfare and acceptance in the American scene.*

Marion Levi Stern '20 Fund (1977)
*Preferably for students in the social sciences.*

Trudy Wolf Stern '81 and Stanley Stern Fund (2000)
*Preferably for students studying computer science.*

Gwendolyn Straus Fund (2002)
*Preference for students who have graduated from a Yeshiva school in the five boroughs of New York City. If no such student meets these requirements, a student from a Yeshiva school in the greater New York metropolitan area, or the east coast, or nationwide.*

Simon Strauss and Elaine Mandle Strauss '36 Fund (1981)
*For students with disabilities.*

Anna Stechel Sussner Residential Fund (2000)
*To provide financial assistance to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students, with a preference for first-generation Americans.*

Janet Carlson Taylor '67 Fund (1996)
*Preferably for students from New England.*

Emma A. Tillotson Fund (1910)
*For a sophomore of exceptionally high standing.*

Artemis and Spiros Touliatos Fund (2000)
*Preferably for immigrants or for the daughters of immigrants.*

Mary Simmons Trueheart '67 Fund (1997)
*Preference for students from west of the Mississippi River.*

Clara Buttenwieser Unger '13 Memorial Fund (1938)
*For a senior in political science who shows promise of ability to contribute to the promotion and perpetuation of true democracy under our Constitution.*

Camilla Cowan von der Heyde '27 Fund (2000)
*Preference for juniors or seniors who have shown a true commitment to a non-profit organization through working, interning, or volunteering.*

Helen Elizabeth Vosburgh Fund (1934)
*Preference to a self-supporting student.*

Mary Voyse '13 Fund (1989).
*For a student from Yonkers.*

Walter A. Wagener Memorial Fund (1984)
*For students majoring in a field of the arts.*

Gertie Emily Gorman Webb Fund (1953)
*For a nominee of the Department of History.*

May Hessberg Weis '13 Fund (1981)
*For students in environmental ethics and conservation.*

Esther Lensh Weisman '24 Fund (1979)
*Preferably for a student majoring in English.*

Vivien Lesnik Weisman '82 and Richard L. Weisman Fund (2000)
*Preferably for students of Latina heritage.*

Marian Churchill White '29 Fund (1975)
*For the winner of the Marian Churchill White Prize (see page 431), or an alternate with similar qualifications.*

Allison Wier Fund (1977)
*For students who are residents of Westchester County.*

Elaine Chien and Martin Wong Fund (1993)
*For a Barnard student studying in France.*

Elsa P. Wunderlich '12 Fund (1978)
*For a German exchange student.*

Richard P. Youtz Fund (1987)
*For students in the Resumed Education Program.*

The Miriam Scharfman Zadek '50 Scholarship Fund (1997)
*To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.*

Alma Gluck Zimbalist Fund (1940)
*For students in political science.*

Gertrude Bunger Zufall '19 Fund (1987)
*For a senior premedical student. See Prizes, page 431.*

## Internship Funds

The Costanza Anchisi '89 Memorial Internship Fund (1991)
*For a junior majoring in Asian and Middle Eastern cultures.*

The Maura Shannon Barrett '83 Internship Fund (1991)
*In memory of Maura Shannon Barrett '83.*
*For a student who demonstrates a strong interest in science and evidence of previous experience with scientific investigation under the auspices of a scientist.*

Georgianna Pimentel Contiguglia '64 Internship Fund (1997)
*For internships in the visual arts, dance, theatre, or related fields.*

Todd Evans and Hannah B. Evans '97 Fund (2000)
*For internships with a preference for the arts or community service.*

Charlotte Zmora Fahn '59 and Stanley Fahn Internship Fund (1997)

Eve Green '40 Internship Fund (2000)

Jane Rosenzweig Jelenko '70 Internship Fund (1997)

Amy Lai '89 Internship Fund (1997)

Linda Fayne Levinson '62 Internship Fund (2001)

Marsteller Internship Program (1998)
*For students with disabilities for internships in all fields.*

Terry Newman '79 Internship Fund (2001)
*To provide internships for students working in urban public education (including charter or magnet schools), for students working in a non-profit organization that works to support urban public education, and for students working in urban public after-school enrichment programs.*

The Jessica E. Patt '89 Community Service Internship Fund (1993)
*For students seeking to engage in intellectually meaningful work that provides a vital link between the classroom and the world at large.*

Belle and Harry Salzman Internship Fund (1992)
*Internships in the Washington, D.C. area for juniors and seniors who are interested in careers in public service, law, and government and who have demonstrated financial need.*

The Bernice G. Segal Summer Research Internships Fund (1986)
*For support of supervised research in the sciences. Recipients are selected by the Faculty Committee on Honors, upon recommendation of the faculty of the Departments of Chemistry, Biological Sciences, and Physics.*

Carol Krongold Silberstein '69 and Alan Silberstein Public Service Fund (1999)
*For internships in public service, preferably with organizations that serve children.*

Sara Elizabeth Strang '95 Internship Fund (2001)
*For science, math, or economics majors and/or for internships in finance.*

Shirley Estabrook Wood Internship Fund (1998)

## Other Student Support Funds

Anthropology Student Fieldwork Fund (2000)
*To defray the costs of interships for students in anthropology.*

Diane Price Baker '76 Computing Fellows Fund (1997)
*For stipends for computing fellows.*

Yvonne Balboni Bregman '80 and Mark F. Bregman Computing Fellows Fund (2000)
*For stipends for computing fellows.*

CJC Grants for the Arts
*For projects related to theses or other independent projects in film, studio art, dance, theatre, or related fields.*

Katherine Ruser Fernando '79 Writing Fellows Fund (1998)
*For stipends for writing fellows.*

Cheryl Shaffer Greene '66 Writing Fellows Fund (2000)
*For stipends for writing fellows.*

Erica Mann Jong '63 Writing Fellows Fund (1997)
*For stipends for writing fellows.*

Anna Quindlen '74 Writing Fellows Fund (2000)
*For stipends for writing fellows.*

Lucius N. Littauer Research Fund in Jewish Studies (1999)
*To support research for one or two faculty members or students each year.*

Metropolitan Life/Richard R. Shinn Undergraduate Fellowships in Public Service (1999)
*For two or more fellowships each year in public service.*

Harris Shapiro Foundation Emergency Grant Fund (1997)
*For students who face unexpected needs, particularly in the area of medical or family emergencies.*

Patricia Henderson Shimm Fund for Parent and Student Education (2001)
*To ensure the longevity of two core purposes of the Barnard Center for Toddler Development: (1) educating and supporting toddler experts of the future by supporting undergraduate fellows who will participate in research apprenticeships at the Center; and (2) creating a permanent format for the Center's parenting programs.*

Bertha Vapnek Undergraduate History Research Fellowship Fund (2000)
*To provide one summer research fellowship each year through a competitive selection process administered by the Department of History.*

## Loan Funds

*The following loan funds are administered in accordance with terms specified by the donors.*

Associate Alumnae Student Loan Fund

Barnard College Club of Cleveland Loan Fund

Barnard College Loan Fund

Ann Susan Becker Memorial Loan Fund

Thomas F. Clark Student Fund

Marilyn Chin '74 Loan Fund

Pauline Hirschfeld Loan Fund

Gertrude C. Hitchcock Loan Fund

Adelaide Le Ciercq Loan Fund

Swope Loan Fund

Tudor Foundation Student Loan Fund

# HONORS

The following awards, administered according to the provisions of their respective donors, were established to honor those who have shown exceptional distinction in their studies.

## FELLOWSHIPS

**Alpha Zeta Club Graduate Scholarship (1936)**
For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

**Associate Alumnae of Barnard College Graduate Fellowship (1963)**
For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

**Anne Davidson Fellowship (1971)**
For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

**George Welwood Murray Graduate Fellowship (1930)**
For graduating seniors who show promise of distinction in the humanities and/or the social sciences and who will pursue graduate study at a university or college of approved standing.

**Josephine Paddock Fellowship (1976)**
For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

**Grace Potter Rice Fellowship (1935)**
For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

## GENERAL

**Estelle M. Allison Prize (1937)**
For excellence in literature.

**Mary E. Allison Prize (1937)**
For general excellence in scholarship.

**Annette Kar Baxter Memorial Fund Prize (1984)**
For juniors who have distinguished themselves in the study of some aspect of women's experience.

**Frank Gilbert Bryson Prize (1931)**
For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

**Eleanor Thomas Elliott Prizes (1973)**
Two prizes to juniors chosen by the Honors Committee from among the five most outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

**Katherine Reeve Girard Prize (1964)**
For a student whose interests are in the international aspects of a major.

**Ann Barrow Hamilton Memorial Prize in Journalism (1978)**
For a graduating senior who will pursue a career in journalism.

**Alena Wels Hirschorn Prize (1986)**
For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

**Lucyle Hook Travel Grants (1987)**
To promising individuals with enriching, eclectic projects who demonstrate originality and self-direction.

**Jo Green Iwabe Prize (1986)**
To a student with a disability, for active participation in the academic and extracurricular life of the College.

**Ethel Stone LeFrak Prize (1986)**
For excellence in a field of the arts.

**Schwimmer Prize (1986)**
For an outstanding graduating senior in the humanities.

**Bernice G. Segal Summer Research Internships (1986)**
One or more internships for supervised research in the sciences during the summer.

**Marian Churchill White Prize (1975)**
For an outstanding sophomore who has participated actively in student affairs.

## Premedical

**Helen R. Downes Prize (1964)**
For graduating seniors who show promise of distinction in medicine or the medical sciences.

**Ida and John Kauderer Prize (1973)**
For premedical students majoring in chemistry.

**The Barbara Ann Liskin Memorial Prize (1995)**
For a premedical student committed to women's issues and to a humanistic approach to patient care.

**Lucy Moses Award (1975)**
For a premedical student likely to provide service to the medically underserved.

**Gertrude Bunger Zufall Award (1987)**
For a premedical student entering her senior year.

# By Academic Area

## American Studies

**John Demos Prize in American Studies (1995)**
Awarded to a senior major for excellence in American Studies.

## Architecture

**The Marcia Mead Design Award (1983)**
For architectural design.

## Art History

**Nancy Hoffman Prize (1983)**
For students who plan to enter museum or gallery work or art conservatorship.

**Virginia B. Wright Art History Prize (1969)**
For promising seniors majoring in art history.

## Asian–Middle Eastern Cultures

**Taraknath Das Foundation Prize (Columbia University)**
To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

## Biological Sciences

**Edna Henry Bennett Memorial Grants (1927)**
For work at a biological laboratory offering summer courses.

**Hermann Botanical Prize (1892)**
For an undergraduate student proficient in biology.

**Herbert Maule Richards Grants (1933)**
For botanical research, under the direction of an approved institution.

**Donald and Nancy Ritchie Grants (1979)**
For biological study or research.

**Spiera Family Prize (1986)**
For promise of excellence by a student majoring in biological sciences.

**Constance Von Wahl Prize (1915)**
For advanced work in biology.

## Chemistry

**American Chemical Society's Division of Analytical Chemistry Award**
For outstanding work in analytical chemistry.

**American Chemical Society's Division of Polymer Chemistry Award**
For outstanding work in organic chemistry.

**American Institute of Chemists, New York Chapter Prize**
For an outstanding student of chemistry.

**CRC Press First-Year Chemistry Achievement Award**
For outstanding achievement in first-year chemistry.

**Marie Reimer Scholarship Fund Prize (1953)**
Awarded at the end of the junior year to an outstanding major in chemistry.

## Economics

**Alena Wels Hirschorn Prize (1986)**
To a junior for the best essay on a subject of domestic or international economics.

**Beth Niemi Memorial Prize (1981)**
For an outstanding senior majoring in economics.

**Katharine E. Provost Memorial Prize (1949)**
For superior work by an undergraduate major in economics.

**Sylvia Kopald Selekman Prize (1960)**
For the first-year student who is doing the best work in introductory economics.

## Education

**Education Program Prize (2003)**
For the Barnard student teacher who has made the most noteworthy contribution to secondary school classrooms.

**Stephanie Kossoff Prize (1972)**
For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

## English

**Academy of American Poets Prize (Columbia University)**
For the best poem or group of poems by a student.

**Lenore Marshall Barnard Prizes (1975)**
For both poetry and prose of distinction.

**Saint Agatha-Muriel Bowden Memorial Prize (1971)**
For superior proficiency in the study of Chaucer and medieval literature.

**Bunner Award (Columbia University)**
To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

**Doris E. Fleischman Prize (1992)**
For the Barnard student judged to have written the best short piece, fiction or nonfiction.

**W. Cabell Greet Prize (1974)**
For excellence in English.

**William Haller Prize (1987)**
For excellence in the study of English literature.

**Amy Loveman Memorial Prize (1956)**
For the best original poem by an undergraduate.

**Sidney Miner Poetry Prize (1962)**
For the senior major who has shown distinction in the reading, writing, and study of poetry.

**Peter S. Prescott Prize for Prose Writing (1992)**
For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

**Helen Prince Memorial Prize (1921)**
For excellence in dramatic composition.

**Helene Searcy Puls Prize (1984)**
For the best poem in an annual student competition.

**Stains-Berle Memorial Prize in Anglo-Saxon (1968)**
For excellence in Anglo-Saxon language and literature.

**Howard M. Teichmann Writing Prize (1986)**
To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

**Van Rensselaer Prize (Columbia University)**
To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

**George Edward Woodberry Prize (Columbia University)**
To an undergraduate student of the University for the best original poem.

## Environmental Science

**Lillian Berle Dare Prize (1974)**
For the most proficient Barnard senior who will continue to study in geography or a related field.

**Henry Sharp Prize (1970)**
For an outstanding student majoring in environmental science.

## French

**Helen Marie Carlson French Prize (1965)**
For the best composition in fourth-term French.

**Isabelle de Wyzewa Prize (1972)**
For the best composition in the French course *Major French Texts from the Middle Ages to the 20th Century.*

**Frederic G. Hoffherr French Prize (1961)**
To a student in intermediate French for excellence in oral French.

**Eleanor Keller Prizes (1968)**
For juniors in French literature and seniors in French culture.

**Rosemary Thomas Prize in French (1966)**
For evidence of a special sensitivity and awareness in the study of French poetic literature.

## German

**Dean Prize in German (1952)**
For the senior who has throughout college done the best work in German language and literature.

**German Scholarship Fund Prize (1950)**
Awarded at the end of the junior year to an outstanding major in German.

**Louise Stabenau Prize in German (1988)**
Awarded to a junior or senior major for excellence in oral German.

## Greek and Latin

**John Day Memorial Prize (1986)**
For a high-ranking sophomore in the field of Greek and Latin.

**Earle Prize in Classics (Columbia University)**
For excellence in sight translation of passages of Greek and Latin.

**Benjamin F. Romaine Prize (Columbia University)**
For proficiency in Greek language and literature.

**Jean Willard Tatlock Memorial Prize (1917)**
For the undergraduate student most proficient in Latin.

## History

**Eugene H. Byrne History Prize (1960)**
For superior work by a history major.

**Ellen Davis Goldwater History Prize (1982)**
For superior work by a history major.

## Italian

**Bettina Buonocore Salvo Prize (1966)**
For a student of Italian.

**Speranza Italian Prize (1911)**
For excellence in Italian.

## Mathematics

**Margaret Kenney Jensen Prize (1973)**
To first-year students, sophomores, and juniors for excellence in mathematics.

**Kohn Mathematical Prize (1892)**
To a senior for excellence in mathematics.

## Music

**Robert Emmett Dolan Prize (Columbia University)**
To a student in any division of the University for instruction on a chosen musical instrument.

**Ethel Stone LeFrak Prize (1986)**
For a graduating senior whose creative writing in music shows promise of distinction.

## Philosophy

**William Pepperell Montague Prize (1949)**
For promise of distinction in the field of philosophy.

**Gertrude Braun Rich Prize (1986)**
For promise of excellence by a student majoring in philosophy.

## Physical Education

**Margaret Holland Bowl (1974)**
For excellence in leadership and participation in Barnard intramurals and recreation.

**Marion R. Philips Scholar-Athlete Award (1981)**
To the senior female winner of a varsity letter who has achieved the highest cumulative academic average and who has participated on a Columbia University team for at least two years.

**Tina Steck Award (1980)**
For the most outstanding member of the Swimming and Diving Team.

## Physics

**Henry A. Boorse Prize (1974)**
To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

## Political Science

**James Gordon Bennett Prize (Columbia University)**
For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.

**Phoebe Morrison Memorial Prize (1969)**
For a political science major planning to attend law school.

**Political Science Quarterly Prize (2000)**
To a Barnard political science major for excellence in analytical writing on public or international affairs in a paper that has been presented in a colloquium.

**Caroline Phelps Stokes Prize (Columbia University)**
For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

## Psychology

**Hollingworth Prize (2000)**
For an outstanding research project in psychology.

**Ida Markewich Lawrence Prize (1982)**
For the best paper in psychology, preferably child psychology, by a major.

**Millennial Psychology Prize (2000)**
For a student who plans to continue her scientific or professional training in psychology or a related discipline.

## Religion

**Caroline Gallup Reed Prize (1916)**
For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history and theory of religion.

## Spanish

**John Bornemann Prize in Spanish (1976)**
For superior performance in the first- or second-year language courses.

**Carolina Marcial-Dorado Fund (1953)**
For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.

**Eugene Raskin Prize**
For the best essay in fourth-term Spanish.

**Clara Schifrin Memorial Spanish Prize (1998)**
For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

**Spanish Prize (1959)**
For a Spanish major who has done the most distinguished work in Spanish language and literature.

**Ucelay Recitation Prize**
For the best recitation of a poem or dramatic passage in Spanish.

**Susan Huntington Vernon Prize (Seven Colleges)**
For the best original essay written in Spanish by a senior whose native language is not Spanish.

## Theatre

**Kenneth Janes Prize in Theatre (1987)**
For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

## Women's Studies

**Bessie Ehrlich Memorial Prize (1980)**
For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

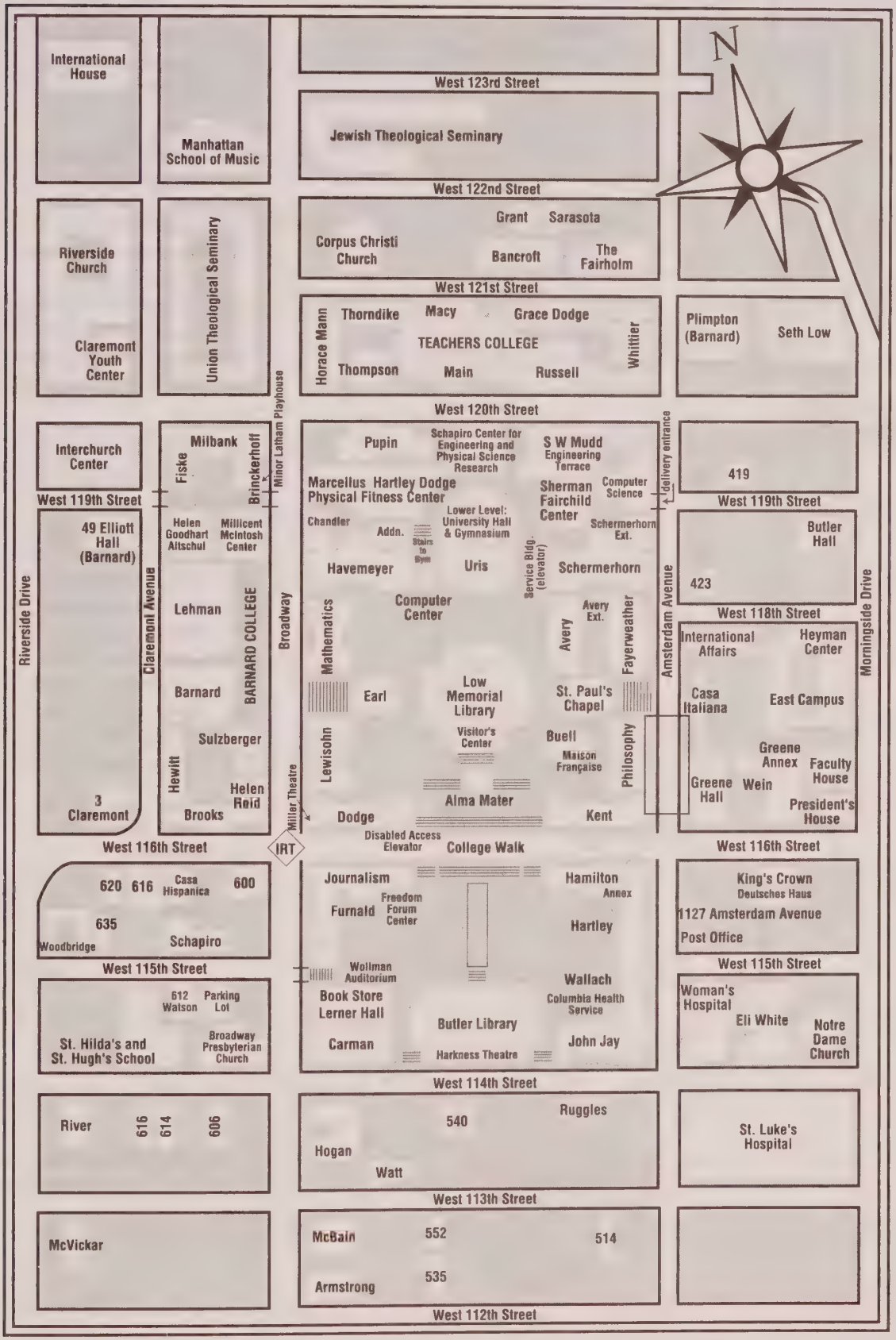
**Jane S. Gould Prize (1982)**
For an outstanding senior essay by a Women's Studies major.

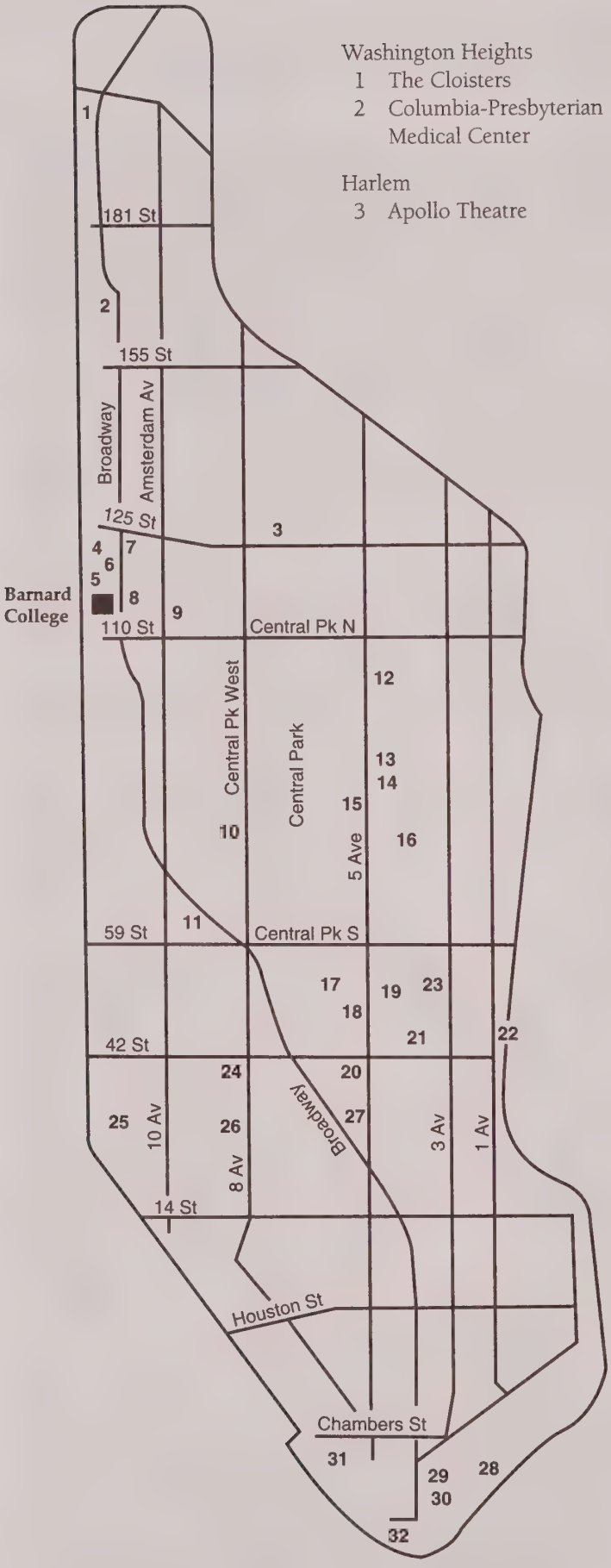
# ENROLLMENT FIGURES

| | 1889 to 1890 | 1899 to 1900 | 1909 to 1910 | 1919 to 1920 | 1929 to 1930 | 1934 to 1935 | 1944 to 1945 | 1954 to 1955 | 1964 to 1965 | 1974 to 1975 | 1984 to 1985 | 1994 to 1995 | 2002 to 2003 | 2003 to 2004 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Undergraduates, Regular** | | | | | | | | | | | | | | |
| Seniors | — | 40 | 62 | 87 | 227 | 181 | 208 | 245 | 355 | 572 | 559 | 571 | 619 | 604 |
| Juniors | — | 40 | 122 | 190 | 237 | 220 | 314 | 340 | 414 | 554 | 563 | 590 | 552 | 547 |
| Sophomores | — | 37 | 109 | 193 | 247 | 226 | 314 | 317 | 391 | 488 | 512 | 540 | 561 | 556 |
| First-year Students | 14 | 54 | 188 | 224 | 311 | 267 | 324 | 304 | 415 | 437 | 531 | 550 | 551 | 560 |
| Unclassified Students | — | — | — | — | 54 | 103 | 56 | 1 | 8 | — | — | — | — | — |
| | 14 | 171 | 481 | 694 | 1076 | 997 | 1216 | 1207 | 1583 | 2051 | 2165 | 2251 | 2283 | 2267 |
| **Special Students** | | | | | | | | | | | | | | |
| Matriculated | — | 21 | 24 | 39 | — | — | — | — | — | — | — | — | — | — |
| Non-matriculated | — | — | 30 | 22 | 28 | 29 | 21 | 20 | 19 | 33 | 22 | 20 | 14 | 14 |
| Departmental (1889–1896) | 22 | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Music Students (1896–1905, 1914–1915) | — | 41 | — | — | — | — | — | — | — | — | — | — | — | — |
| | 22 | 62 | 54 | 61 | 28 | 29 | 21 | 20 | 19 | 33 | 22 | 20 | 14 | 14 |
| **Graduate Students** | | | | | | | | | | | | | | |
| (1890–1900) | — | 82 | — | — | — | — | — | — | — | — | — | — | — | — |
| **Total Registration** | 36 | 315 | 535 | 755 | 1104 | 1026 | 1237 | 1227 | 1602 | 2084 | 2187 | 2271 | 2297 | 2281 |
| **Degrees Conferred** | | | | | | | | | | | | | | |
| A.B. | — | 39 | 88 | 139 | 247 | 221 | 270 | 258 | 367 | 497 | 612 | 527 | 597 | 600 |
| B.S. (1909–1918) | — | 18 | 2 | 5 | — | — | — | — | — | — | — | — | — | — |
| A.M. (1898–1900) | — | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Ph.D. (1899–1900) | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

Total Bachelor's Degrees conferred 1893–2003 A.B., 33,773; B.S., 77
These figures represent registration in the Autumn term.

# COLUMBIA UNIVERSITY
# THE MORNINGSIDE CAMPUS AND ENVIRONS






Washington Heights
1 The Cloisters
2 Columbia-Presbyterian Medical Center

Harlem
3 Apollo Theatre

Morningside Heights
4 Manhattan School of Music
5 Riverside Church
6 Union Theological Seminary
7 Jewish Theological Seminary
8 Columbia University
9 Cathedral of St. John the Divine

Upper West Side
10 Museum of Natural History
11 Lincoln Center

Upper East Side
12 Museum of the City of New York
13 Cooper Hewitt Museum
14 Guggenheim Museum
15 Metropolitan Museum of Art
16 The Whitney Museum

Midtown
17 Museum of Modern Art
18 Rockefeller Center
19 St. Patrick's Cathedral
20 N.Y. Public Library
21 Grand Central Station
22 United Nations
23 Citicorp Center
24 Port Authority Bus Terminal
25 Jacob Javits Convention Center
26 Pennsylvania (Train) Station and Madison Square Garden
27 Empire State Building

Wall Street Area
28 South Street Seaport
29 Wall Street
30 New York Stock Exchange
31 Battery Park

# DIRECTORY

Information ..... 854-5262
*104 Barnard*

Office of Admissions ..... 854-2014
*111 Milbank*

Advisers, Class ..... 854-2024
*Milbank*

Office of Alumnae Affairs ..... 854-2005
*The Vagelos Alumnae Center*

Barnard Center for Research on Women ..... 854-2067
*101 Barnard*

Bursar ..... 854-2026
*15 Milbank*

Office of Career Development ..... 854-2033
*11 Milbank*

Office of College Activities ..... 854-2096
*209 McIntosh*

Dean for Community Development ..... 854-4245
*110 Sulzberger*

Dean for Student Development ..... 854-2024
*104 Milbank*

Dean of Studies ..... 854-2024
*105 Milbank*

Dean of the College ..... 854-3075
*105 Milbank*

Dining Services ..... 854-6642
*Lower Level Hewitt*

Disability Services ..... 854-4634
*105 Hewitt* *(Voice/TDD)*

Financial Aid ..... 854-2154
*14 Milbank*

Health Services ..... 854-2091
*Lower Level Brooks*

Higher Education Opportunity Program (HEOP) ..... 854-3583
*111 Hewitt*

Office of Residential Life and Housing ..... 854-5561
*110 Sulzberger*

International Student Advisers ..... 854-2024
*105 Milbank*

Wollman Library ..... 854-3953
*Lehman Hall*

Pre-College Program ..... 854-8866
*112 Hewitt*

President's Office ..... 854-2021
*109 Milbank*

Provost and Dean of the Faculty ..... 854-2708
*110 Milbank*

Registrar ..... 854-2011
*107 Milbank*

Security ..... 854-3362
*104 Barnard*

Special Events Services ..... 854-8021
*122 McIntosh*

Student Mail ..... 854-2095
*McIntosh*

Study Abroad ..... 854-2024
*105 Milbank*

Transcript Service ..... 854-2011
*107 Milbank*

Transfer Student Services ..... 854-2024
*105 Milbank*

# CALENDAR

## 2004

### January

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### February

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | | | | | | |

### March

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### April

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

### May

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### June

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

### July

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### August

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### September

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### October

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### November

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### December

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## 2005

### January

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### February

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

### March

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### April

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### May

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### June

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### July

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### August

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### September

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

### October

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### November

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

### December

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

# INDEX


Academic Technologies . . . . . 11
Achievement Tests . . . . . 17
Adding Courses . . . . . 53
Administration, Officers of . . . . . 418
Admission . . . . . 17
Advanced Placement . . . . . 20
*see also individual department*
Advisers . . . . . 26
Africa and African Diaspora Studies . . . . . 63
Alumnae, Association . . . . . 422
American Studies . . . . . 66
Ancient Studies . . . . . 71
Anthropology . . . . . 73
Arabic *see* Asian and Middle Eastern Cultures
Architecture . . . . . 87
Art History . . . . . 91
Asian and Middle Eastern Cultures . . . . . 101
Athletics . . . . . 13
Attendance . . . . . 54
Auditing . . . . . 51
Basic Requirements . . . . . 31
Biological Sciences . . . . . 116
Calendar, College . . . . . inside front cover, inside back cover,
Career Development, Office of . . . . . 9, 28, 30
Centennial Scholars Program . . . . . 18, 44
Center for Research on Women . . . . . 11
Chemistry . . . . . 126
Chinese *see* Asian and Middle Eastern Cultures
Classics . . . . . 133
Classification of Students . . . . . 54
College, Description . . . . . 8
College Boards . . . . . 17
College Regulations, Exceptions . . . . . 55
Columbia University, Enrollment in . . . . . 52
Commuters . . . . . 16, 30
Comparative Literature . . . . . 143
Computer Science . . . . . 148
Courses of Instruction *see* department listings
Curriculum . . . . . 31, 41
Dance . . . . . 161
Dean's List . . . . . 60
Deferred Enrollment . . . . . 19
Degree Requirements . . . . . 31
Diploma Name Cards, Filing . . . . . 54
Disabled Students . . . . . 29, 53
  Examinations . . . . . 57
Distribution Requirements . . . . . 41
Dormitories *see* Residence Halls
Double Degree Programs . . . . . 49
Dropping Courses . . . . . 53
Early Decision Admission . . . . . 18
Economics . . . . . 171
Economic History . . . . . 181
Economics and Mathematics . . . . . 182
Education . . . . . 183
English . . . . . 189
  Requirements . . . . . 189
Environmental Biology . . . . . 205
Environmental Science . . . . . 207
European Studies *see* Foreign Area Studies
Examinations . . . . . 56
  Deferred . . . . . 57
  Final . . . . . 57
  Make-Up . . . . . 56
  Placement . . . . . 56
Faculty . . . . . 407
Fees . . . . . 22
Fellowships, Honors . . . . . 436
Film Studies . . . . . 213
Financial Aid . . . . . 16, 25
First-Year Application Procedures . . . . . 17
First-Year Class Dean . . . . . 26
First-Year Seminar . . . . . 215
Foreign Area Studies . . . . . 221
Foreign Language Requirement . . . . . 56
French . . . . . 223
German . . . . . 233
Government, Student . . . . . 13
Grading System . . . . . 58
Graduate School Adviser . . . . . 27
Graduation Requirements *see* Degree Requirements
Handicapped Students *see* Disabled Students
Health Services . . . . . 29
Hebrew *see* Asian and Middle Eastern Cultures
Higher Education Opportunity Program . . . . . 44
Hindi *see* Asian and Middle Eastern Cultures
History . . . . . 242
Holidays, Religious . . . . . 54
Honors
  Academic . . . . . 58
  Prizes . . . . . 436
Honor System . . . . . 14
Housing . . . . . 15
*see also* Residence Halls
Human Rights Studies . . . . . 257
Incompletes . . . . . 59
Insurance . . . . . 29
International Students
  Admissions . . . . . 19
  Advisers . . . . . 27
Internship Program . . . . . 28
Interviews, Admissions . . . . . 18
Italian . . . . . 261
Japanese *see* Asian and Middle Eastern Cultures
Jewish Studies . . . . . 267
Jewish Theological Seminary . . . . . 48
Joint Degree Procedures . . . . . 49
Juilliard School of Music . . . . . 48
Laboratory Fees . . . . . 23
Late Fees . . . . . 23
Latin American Studies *see* Foreign Area Studies
Leaves of Absence *see* Withdrawal
Libraries . . . . . 10
Loan Funds . . . . . 435
Major
  Adviser . . . . . 26
  Requirements . . . . . 31, 37

*see also individual departmental, interdepartmental and program listings*
Manhattan School of Music . . . . . 48
Map of Campus . . . . . 443
Map of New York City . . . . . 444
Married Students . . . . . 16
Mathematics . . . . . 268
Medical Services *see* Health Services
Medieval and Renaissance Studies . . . . . 277
Message from the President . . . . . 5–6
Minor Latham Playhouse *see* Theatre
Minor Option . . . . . 43
*see also individual departmental, interdepartmental and program listings*
Music . . . . . 283
Neuroscience and Behavior . . . . . 294
Oriental Studies *see* Asian and Middle Eastern Cultures
Pass/D/Fail Option . . . . . 59
Phi Beta Kappa . . . . . 61
Philosophy . . . . . 297
Physical Education
Athletics . . . . . 13
Department . . . . . 303
Requirement . . . . . 303
Physics and Astronomy . . . . . 308
Points for Degree . . . . . 31, 37
Political Science . . . . . 317
Pre-Professional Adviser . . . . . 27
Pre-Professional Program Planning
Social Work and Business . . . . . 45
Law . . . . . 45
Medicine and Dentistry . . . . . 45
Program Filing . . . . . 52
*see also* Late Fees
Psychology . . . . . 327
Readmission . . . . . 19, 55
Recommendations . . . . . 30
Refunds . . . . . 24, 53
Registration . . . . . 52
Religion . . . . . 343
Renaissance Studies *see* Medieval and Renaissance Studies
Representatives, Barnard Alumnae Admissions . . . 18
Requirements for the Degree . . . . . 31, 41
Residence Halls . . . . . 15, 16
Resident Assistants . . . . . 30
Resumed Education . . . . . 20
Romance Language and Literature Courses *see* French, Italian, and Spanish
Scholarship Funds . . . . . 423
Scholastic Aptitude Test (SAT) . . . . . 17
School of International Affairs *see* Joint Degree Programs
Science and Public Policy . . . . . 354
Senior Class Dean . . . . . 26
Senior Scholar Program . . . . . 44
Slavic . . . . . 355
Sociology . . . . . 368
Soviet Studies *see* Foreign Area Studies
Spanish and Latin American Cultures . . . . . 373
Statistics
Department . . . . . 382
Enrollment Figures . . . . . 442
Student Conduct . . . . . 14
Student Government and Organizations . . . . . 13
Student Records . . . . . 30
Study Abroad . . . . . 46
Columbia University in Paris . . . . . 47
Summer Study . . . . . 46
Teachers College Courses . . . . . 52
Theatre . . . . . 388
Transcripts . . . . . 59
Transfer Credit . . . . . 42
Transfer Students
Admission . . . . . 19
Advisers . . . . . 26
Requirements . . . . . 42
Trustees, Board of . . . . . 406
Tuition . . . . . 22
Urban Studies . . . . . 396
Visiting Students . . . . . 19
Visual Arts *see* Art History
Withdrawal Between Terms and During the Term . . 55
Wollman Library . . . . . 10
Women's Studies . . . . . 399
Work Study . . . . . 25
Writing *see* English Department
Writing Fellows . . . . . 43

# NOTES

# NOTES

# NOTES

# NOTES

# NOTES

# NOTES

# NOTES

## SPRING TERM — ONE HUNDRED AND SIXTEENTH YEAR

Registration ..... Jan. 14–19 (F–W)

Last day to submit to the Registrar work from autumn term 2004 for removal of I ..... Jan. 14 (F)

Language Placement Examinations ..... Jan. 14 (F)

Martin Luther King, Jr., Day holiday ..... Jan. 17 (M)

**Classes Begin 9:00 a.m.** ..... Jan. 18 (Tu)

Deferred examinations for students absent from December 2004 final examinations ..... Jan. 21, 24 (F, M)

Program filing. Last day to file spring term programs, 4:30 p.m. ..... Jan. 28 (F)

Last day to add a course ..... Jan. 28 (F)

Awarding of February degrees (date of ceremony Feb. 10 [Th]) ..... Feb. 9 (W)

Last day to drop a course ..... Feb. 22 (Tu)

Last day to submit 2005–06 Senior Scholar applications ..... Feb. 24 (Th)

**Midterm Date** ..... Mar. 7 (M)

Spring holidays ..... Mar. 12–20 (Sat–Sun)

Last day to file requests for Pass/D/Fail grades or withdraw from a course ..... Mar. 24 (Th)

Major examinations for May and October graduates ..... Mar. 30–Apr. 1 (W–F)

Last day for sophomores to declare majors ..... Apr. 1 (F)

Program planning and sign-up period for all students ..... Apr. 6–25 (W–M)

Last day to file application for 2005–06 financial aid ..... Apr. 15 (F)

Last day to file application for study elsewhere in autumn 2005 ..... Apr. 25 (M)

Last day to file autumn term programs ..... Apr. 25 (M)

Honors Convocation ..... May 3 (Tu)

Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due. ..... May 5 (Th)

Required reading period ..... May 3, 4, 5 (Tu, W, Th)

**Final Examinations Begin** ..... May 6 (F)

Spring term ends ..... May 13 (F)

Baccalaureate Service ..... May 15 (Sun)

Phi Beta Kappa Initiation ..... May 16 (M)

Presentation of Barnard Degree Candidates ..... May 17 (Tu)

Conferring of Degrees ..... May 18 (W)

Last day to submit to the Registrar work from Spring term 2005 for removal of I ..... June 7 (Tu)

**Classes Begin 9 a.m.** ..... Sept. 6 (Tu)

BARNARD COLLEGE
COLUMBIA UNIVERSITY
3009 Broadway
New York, NY 10027-6598
www.barnard.edu